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AUTHOR Good, Linda; And Others
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ABSTRACT

The collection of lesson units for grades 5 and 6 is part of a K-6 career education program. Learning activities relate the subject areas directly to occupations, emphasizing how the skills of the various disciplines are needed in different jobs. Some of the suggested techniques are field trips, guest speakers, and role playing. Included also are guidelines for guest speakers, speaker evaluation form, and field trip questionnaire, along with lists of supplementary activities, and a list of occupation pamphlets available to teacher and student. (NJ)

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ED112181

EXPLORING THE WORKING WORLD

Career Program ~~1~~ 5-6

1973 - 1974

Written June, 1973

Committee Members

Linda Good
Marion Woods
Frances Martin
Dr. Dayton Benjamin,
Assistant Superintendent
Mrs. Mildred Wenger
Director, Elementary Education

Fairbanks, North Star Borough School District

P. O. Box 1250

Fairbanks, Alaska

99707

CE 005 196

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WHAT IS CAREER EDUCATION

Career education is a developmental process which is designed to help all individuals prepare for their life roles. Career Education enables students to examine their abilities, interests, and aptitudes; relate them to career opportunities, and make valid decisions regarding further education, and/or work.

Career Education is not a separate course in the school curriculum, nor is it an isolated activity. It is a current, ongoing, activity-oriented process incorporated throughout the curriculum.

Career Education becomes a part of all levels of education from kindergarten through adult life. The elementary years will provide an awareness of the world of work and an understanding of the value of work to the individual and the family.

Grade: 5. Subject: Math Unit: Multiplication and Division of Whole Numbers

CONCEPT: A knowledge of math skills is valuable in many occupations and at home.

Objective: The students can list five ways that multiplication and division of whole numbers are used in occupations and at home. The student can state two specific abilities and attitudes necessary in occupations that deal primarily with math and number concepts.

Learning Activities:

1. Duplicate a grocery ad from the newspaper. Make up a set of problems to go with this. Emphasixe multiplication and division processes, or make up a grocery list and find the total cost.
2. Have students list occupations that they think use multiplication and division of whole numbers. Make displays on construction paper of these occupations. (Keep these and use for discussion when related areas are studied).
3. Cashier game: Teacher selects newspaper items advertised 2 or 3 for a given price. These ads are put on transparencies and put on the overhead projector. The class pretends they are a cashier and the customer is buying only one of each item. What should he charge?
4. Discuss abilities and attitudes important for a cashier.

Evaluation Activities:

1. Include test items to list five ways that multiplication and division of whole numbers are used in occupations and at home.

Materials and Resources:

1. Newspaper grocery ad
2. Construction paper
3. Teacher made transparencies

Budget Allowance: $76.00

SAMPLE DATA SHEET FOR TRIP

Fairbanks To Mt. McKinley

weekend (Friday to Sunday)

*Necessities:

Transportation:

car: $5.00 for gas - both ways
Train: $8.00 one way
Plane: $18.00 one way

Lodging:

Friday	Sweet Water Motel	$10.00 a night
Saturday	Silver Palace Hotel	$15.00 a night

*Food:	Friday	Saturday	Sunday
Breakfast	$1.00	$1.25	$1.85
Lunch	.79	1.50	.69
Dinner	1.50	4.00	2.19

Recreations:

Alaskaland	$ .50		
Carnival	.25	Rides	$2.00
		Candy	.35
Show	1.50		
Bowling	.45		

Optional:

Grade: 5 Subject: Math Unit: Estimation and Averaging

CONCEPT: A knowledge of math skills is valuabel in many occupations and at home.

Objective: The child will be able to list three occupations that use estimating and three occupations that use averaging.

Learning Activities:

1. List the occupations of the parents of several class members on the board. Discuss how these jobs utilize estimation. For example:
   Truck driver - Mileage, distance, time
   Millworker - Total footage, cost, board length
   Logger - Board feet in a tree

2. List jobs that use estimation. Divide the class into groups and have each group choose one job and make a job tree.

3. Estimate the cost of a class picnic from a specified list. Check with grocery stores for the exact amount.

4. Divide class into groups. Give each group a road map.
   a. Name 2 towns and have them find the distance between them.
   b. Pretend they are going on a trip. Give them a departure point and a distination. Have them determine the miles they will travel on the trip. Then have them find the average distance they must go each day to reach their destination and back home in a specified number of days.

Averaging:

1. Discuss the ways a sports writer uses averages.

2. Have students pretend they are sports writers. Give them a list of game scores and have them determine the average.

Materials and Resources:

2. List of game scores - from newspaper or teache made, or 5th grade baske ball players, or mothers of varsity players often keep record book.

Name _____

Total Cost _____ Amount Remaining _____

Cost _____

Transportation: _____

Lodging: _____

Food: _____

Recreation: (list items) _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Optional: (list items)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Total Cost _____

A. Coconut Balls 1 dozen

½ package vanilla wafers
1/8 package miniature marshmallows
½ cup walnuts
½ can sweetened condensed milk
½ cup coconut.

Crush vanilla wafers. Add marshmallows, nuts, and milk. Mix well.

B. Chocolate Haystacks - (Makes 16. Increase to 48)

2/3 cup granulated sugar
1/9 cup cocoa (regular, dry)
1/6 cup milk
1/6 cup margarine
1/6 cup quick-cooking oats
1/3 cup flaked coconut
1/6 cup chopped walnuts
1/6 teaspoon vanilla

In saucepan, bring first four ingredients to a full boil. Remove from heat; stir in remaining ingredients. Drop quickly from teaspoon on waxed paper. Cool.

C. No Bake Peanut Butter Cookies

1/12 cup brown sugar
½ cup white sugar
1/6 cup light corn syrup
½ cup peanut butter
1/3 teaspoon vanilla
2/3 cup oven-popped rice cereal

Stir together sugars and syrup in saucepan. Bring to a boil. Remove from heat. Stir in peanut butter; mix well. Add vanilla and cereal. Drop from a teaspoon onto waxed paper. Cool.

D. Orange No-Bake Cookies

1 only 6 ounce package vanilla wafer crumbs
3/8 cup chopped nuts
1/8 cup melted butter
½ can frozen orange juice
½ cup powdered sugar

Mix the first four ingredients. Form into small balls. Roll in powdered sugar. Freeze.

Yield 3 servings

E. Eskimo Cookies

½ cup butter
¼ cup sugar
1/3 teaspoon water
1/6 teaspoon vanilla
1 tablespoon cocoa
2/3 cup of oats
confectioners sugar

Let butter soften. Beat it. Add sugar, mix with butter. Mix in water, vanilla and cocoa. Mix in oats. Put in refrigerator overnight. Shape into balls and roll them in confectioners sugar.

Grade: 5 Subject: Math Unit: Integers and Graph

I. CONCEPT: A knowledge of math skills is valuable in many occupations and at home.

Objective: A. The student can list two occupations that use integers and two occupations that use graphs.

Learning Activities:

Integers

1. Discuss the ways the space industry uses integers (lift-off time, etc.)

Graphs

1. Discuss different occupations that use graphs. Put a list on the board.
2. Have students choose some item they would like to graph (example: from newspaper, daily life, etc.)
3. Bring in graphs they can find in newspapers or magazines.

Materials and Resources:

Grade: 5 Subject: Math Unit: Measurement (Also taught in A.A.A., Science)

CONCEPT: Many occupations require a knowledge of measurement.

Objective: The student can list and describe three occupations that use measurement.

Learning Activities:

1. Have an architecture student or architect visit the class and talk about the scale drawings.
2. Look through the newspaper and bring in any articles dealing with measurements. Discuss the occupations involved.
3. Contact a local bakery to have someone visit the class and discuss measurement as it relates to cake decorating. A cake could be purchased so the decorating could be done in front of the class.

Materials and Resources:

1. Have an architect or architecture student talk to the class.
3. Peggy Goldhiezen

Grade: 5 Subject: Math Unit: Geometry

I. CONCEPT: A knowledge of math skills is valuable in many occupations and at home.

Objective: A. The child can list three jobs that involve the use of area.

Learning Activities:	Materials and Resources:
1. Discuss the different people that would use area. Have the students explain how they think each person suggested uses area.	
2. Have a painter, carpenter (or related occupation), talk to the class about how he uses area.	Painter as guest speaker.
3. Research and report to the class all the ways a farmer or rancher uses area. Or have a rancher or farmer discuss how he uses area.	Rancher or farmer as guest speaker.

Grade: 5 Subject: Math Unit:

I. CONCEPT: A knowledge of math skills is valuable in many occupations and at home.

Objective: A. The child will be able to list three occupations that involve the use of decimal numerals.

Learning Activities:	Materials and Resources:
1. Discuss batting averages using a newspaper clipping. Have the boys explain them. A softball game could be played with the students computing their batting averages.	Newspaper clipping of batting averages.
2. Find their average time in one track event they are participating in in P.E.	
3. Have student check the family car's speedometer Monday after school. Check it again Thursday after school and determine how many miles the car has gone.	
4. Figure gasoline cost and mileage.	

Grade: 5 Subject: Math Unit: Multiplication/Division (Fractions)

I. CONCEPT: A knowledge of math skills is valuable in many occupations and at home.

Objective: A. The child can demonstrate two ways that multiplication and division of fractions are used in occupations and at home.

Learning Activities:

1. The teacher can ditto four different recipes of no-bake cookies that make one dozen. The students are divided into four groups and each group gets one of the recipes. They are then to rewrite the recipe so it will make four dozen. Each group can make their cookie recipe for the class.

2. Redecorate bedroom. Give the class a list of things to be charged: so many gallons of paint, yardage for drapes, yardage for carpet, etc. They plan an order from mail order catalog and calculate how much the redecoration will cost. Variation: set a limit on expenses and let them "shop" to stay within their budget.

3. Bring a pattern (shirt). Have class figure what the cost of making it will be, using material prices in mail order catalog for the yardage required for their size.

4. Cake decorating. This could be adapted to illustrate multiplication and division of fractions.

Materials and Resources:

1. Recipes for no-bake cookies (attached)

   Utensils and ingredients for making cookies.

2. Old mail order catalogs

Grade: 5 Subject: Math Unit: Addition and Subtraction of Whole Numbers

CONCEPT: A knowledge of math skills is valuable in many occupations and at home.

Objectiva: A. The student can list five ways that addition and subtraction of whole numbers are used in occupations and at home.

Learning Activities:

1. Simulation: Make a checkbook for each dhild. Have fixed expenses and choice items. Use newspapers for sale items.
   a. Teacher return balance sheet. Student checks for any errors.
   b. Discuss the role of the bank and it's employees.
2. List the occupations in which change-making is a necessary skill.
3. Give students a fact sheet on a proposed trip with possible recreation and necessary expenses. In groups, plan a trip, keeping within a specified budget.
4. Discuss ways addition and subtraction are used in occupations and at home.

Materials and Resources:

1. Need to make checkbooks (ditto)
2. Sample data sheet for trip.

Evaluation Activities:

1. Include test items to list five ways that addition and subtraction of whole numbers are used in occupations and at home.

Grade: 5 Subject: Social Studies Unit: Exploration

CONCEPT: Man's activities are influenced by the desire or need to make financial gains.

Objective:

Learning Activities:

1. Use a chart to summarize where, when, etc., various explorers made their expeditions with an additional column for data on who financed the expedition.

2. Discuss who backed each exploring expedition, why, and whether or not the backers found the expedition successful.

Evaluation Activities:

1. Role Playing:

   a. A specific explorer seeks financial backing from noblemen or merchants who are not convinced that the venture will be a success. They ask questions about what he intends to do, and why and what he needs. The explorer talks about new trade routes, new land aquisition, or valuable and exotic goods that might be found.

   b. The explorer returns to his backers with a report on his success or failure. He explains what happened and seeks support for a new adventure.

Materials and Resources:

Grade: 5 Subject: Social Studies Unit: Immigration & Colonization

CONCEPT: Throughout history man has needed to have an occupation in order to acquire goods and services.

Objective: The student will list occupations in colonial United States.

The student will state which occupations were necessary in all colonies and which occupations were connected to local resources.

The student will state orally or in writing the reasons why immigrants came to the United States and the contributions they made.

Learning Activities:

1. Make a list of colonial occupations - millers, shipwrights, carpenters, coopers, blacksmiths, printers, wheelwrights, etc. Why were the specialists needed then? Who taught these people how to perform their specialized tasks?

2. Make dioramas of colonial occupations.

3. Make posters to show "How various colonies specialized". Discuss job clusters related to these specializations.

4. Make transparency on "Agriculture and Industry in the Colonies". Discuss connection between resources, geography, and occupations.

5. Discuss "Patterns of Trade" and the occupations behind this pattern.

6. Discuss specialization - relate to class knowledge of specialization today.

7. Discuss reasons immigrants came to America.

8. a. List occupational skills immigrant brought with them.
   b. Construct a map showing where student ancestors came from. Compare with the immigration flow chart shown in the film and social studies text.
   c. Interview parents and grandparents on occupations of family ancestors and whether they were able to use that occupation in the United States. Why or why not? (Students will also need to construct an interview form.)

Materials and Resources:

Evaluation Activities:

1. Share colonial occupation dioramas and tell whether this occupation was found in all colonies or was connected to local resources.

2. Include test items asking students to list colonial occupations, and to tell why immigrants came to the United States and the contributions they made.

Grade: 5 Subject: Social Studies Unit: Westward Migration

CONCEPT: Man's activities are influenced by the desire for a better life and to make financial gain.

Objective: The student can state orally or in writing the economic reasons behind the westward migration.

Learning Activities:	Materials and Resources:
1. As each area of westward migration is studied (to the Appalachians, across the Appalachians to the Mississippi, to the West Coast, and the settling of the Great Plains), discuss the economic reasons people moved west and discuss the occupations found on the frontier.	
2. Add a column in the chart to include "frontier occupations".	
3. Build a circular flow chart on frontier economy. This can be saved and compared later with a circular flow chart for modern economy during the study of the Industrial Revolution.	
Evaluation Activities:	
1. Discuss "Would These People Want to go West? Why or why not?"	Data Sheet #2

Grade: 5 Subject: Social Studies Unit: Regionalism

CONCEPT: Where a person lives determines the kinds of occupations available.

Objective: The student will state a relationship between the occupation and it's location.

The student will list reasons for continuing changes in occupational opportunities.

Learning Activities:

1. In a data chart add a column on "Occupations in the Region". Ask each group responsible for a region to identify those occupations that are directly related to the resources of the region and those that are not directly related to the resources of the region.

2. Show films on various regions of the United States. After the film discuss and compare. What occupations were shown? What geographical areas were shown? What effect does the geographical location have on occupations

3. Have the class develop a job cluster surrounding the farmer.

4. The students may compare want ad sections of newspapers from small towns and large cities to find the occupations that are the same and those that are different.

5. Have committees or individuals report on various regions of the United States (physical features, resources, products, etc.) After the reports are completed, let each committee help answer questions such as the following:
   a. Where could a coal miner find work
   b. Where could an oil driller find work?
   c. Where could a logger find work?
   d. Where could an automobile worker find work?
   e. Where could an electrician find work?
   f. Where could a doctor find work?
6. Discuss with the class how this worker specialization has created problems for the region, the cities within the regions, and for the worker.

Materials and Resources:

7. Discuss how changes in the region's economy affect the workers of the region.

8. A person who has worked in areas of the United States quite similar to the local community may be invited to visit the class and describe how work was different and how work was similar in other geographical locations.

9. Have a committee make a chart to show how employment will change in Alaska industries between 1973 and 1980.

10. Using the information from the activity above on regional differences in employment opportunities have the students write short essays on which industry might offer the greatest employment opportunities for them when they grow up.

11. Discuss where students might need to live in order to find employment in a field he is interested in.

12. Do case study of a local business. Invite someone from the business to talk to the class. Visit the business. Find out:
    a. How was it started?
    b. Who owns the business or backs it?
    c. Why is it located where it is?
    d. What does it produce and where does it sell the product, and to whom?
    e. How are raw and finished materials transported?
    f. What risks does the business run?
    g. Who runs the business?
    h. What kinds of decisions does he have to make?
    i. What labor union does it have?
    j. What kind of people does it employ?
    k. What training must they have?
    l. What machinery and equipment is needed?
    m. How much does the machinery and equipment cost?

13. Develop related job clusters from the case study.

1. Guest from local industry.

   Guest - parent of new student.

Evaluation Activities:

1. Reports on regions including occupation.

2. Include test items requiring the students to identify occupations likely to be found near particilar resources, land forms, etc.

Grade: 5 Subject: Social Studies Unit: Industrial Revolution

CONCEPT: Advances in technology have altered the occupations that produce goods and the occupations that produce services.

Objective: The student will take a given invention and show the changes in the way of life and the changes in occupations resulting from that technological change.

The student will develop a job cluster around a given invention.

Learning Activities:

1. List the occupations of the parents of all class members. Group the occupations together. (Suggested headings: Manufacturing, trade, government, service, agriculture, transportation, construction, mining, and finance).

   Construct a bar graph of the results, and place in each students notebook.

   A larger sampling may be obtained by more than one classroom entering into the project, and adding these to the chart and bar graph.

2. Refer class back to lists made in unit on the colonies and compare major occupations of the colonists and the graph the students made.

3. Use the two lists to discuss "How do the two lists of occupations seem to differ?" Why are they different?" (Save student responses for the end of unit review.) Do the same for similiarities.

4. Answer questions:
   a. Did most of the people work for themselves or for someone else?
   b. Did most of them work exclusively for money or did they work for room and board as well?
   c. Did most of the people sell the items they produced or did they and their families consume most of it themselves?

5. Construct a circular flow diagram for a frontier family and compare it with one from the modern economy. Build step by step.

Materials and Resources:

1. Data Sheet #3.

6. Interview parents on the following: "Do mothers buy items that our grandmothers and great-grandmothers used to make? The students research this and report back to the class. Chart the results. Discuss how this has changed occupations.

7. Make and show transparency, "Industrial Revolution Growth After 1860", and "How Occupations Have Changed Since 1900".
Discuss: Who tells businessmen to stop making things consumers do not want any more?
(example: buggy whips, stagecoaches.)
Who keeps businessmen from charging too much for the things they sell?
Who tells people what kind of work to do?
What determines what jobs are available?
How might prices and the possibility of making a profit influence a businessman's decisions about:
Producing one product instead of another.
Locating at one address instead of another.
Buying one machine instead of another.
Hiring one person instead of another.

8. Show transparency, "Movement From the Country To the City". Discuss what impact this population shift would have on:
1. the health of the people.
2. the need for police and fire depts.
3. the need for parks and playgrounds.
4. the type of work people do.
5. the kinds of jobs available.

9. Discuss: Do people still work at jobs that existed 100 years ago? Have any of the old jobs disappeared? What happened to the people who know how to do them? Have any new jobs been created? Why? How do people learn to do them?

10. Show film or films on changes in the United States. Discuss some of the changes that various inventions have caused in landscape, ways of life, occupations.

2. Data Sheet #'s 4,5, 6, and 7.

11. Make bulletin board posters of inventors and inventions to show how these inventions changed the ways of producing goods and living.

12. Assign interviews. Have students ask parents to tell them about technological changes they have seen - television sets, jet airplanes. Have students write up the report and share with the class.

13. Show and discuss films that illustrate the impact of technological change on specific occupations that exist today. Class can develop comparisons with how these jobs were done in colonial times.

Evaluation Activities:

1. Discuss and build a chain of changes that occurred as a result of the development of the automobile - do on the overhead, or chalkboard, then transfer to the bulletin board. Example:
automobile > roads > pavement > travel > service stations > motels > restaurants > freeways > more jobs > live further from work > more cars, etc.

2. Use the chain of changes to build job clusters around various segments developed by the rise of the automobile. Discuss what jobs were replaced in many cases.

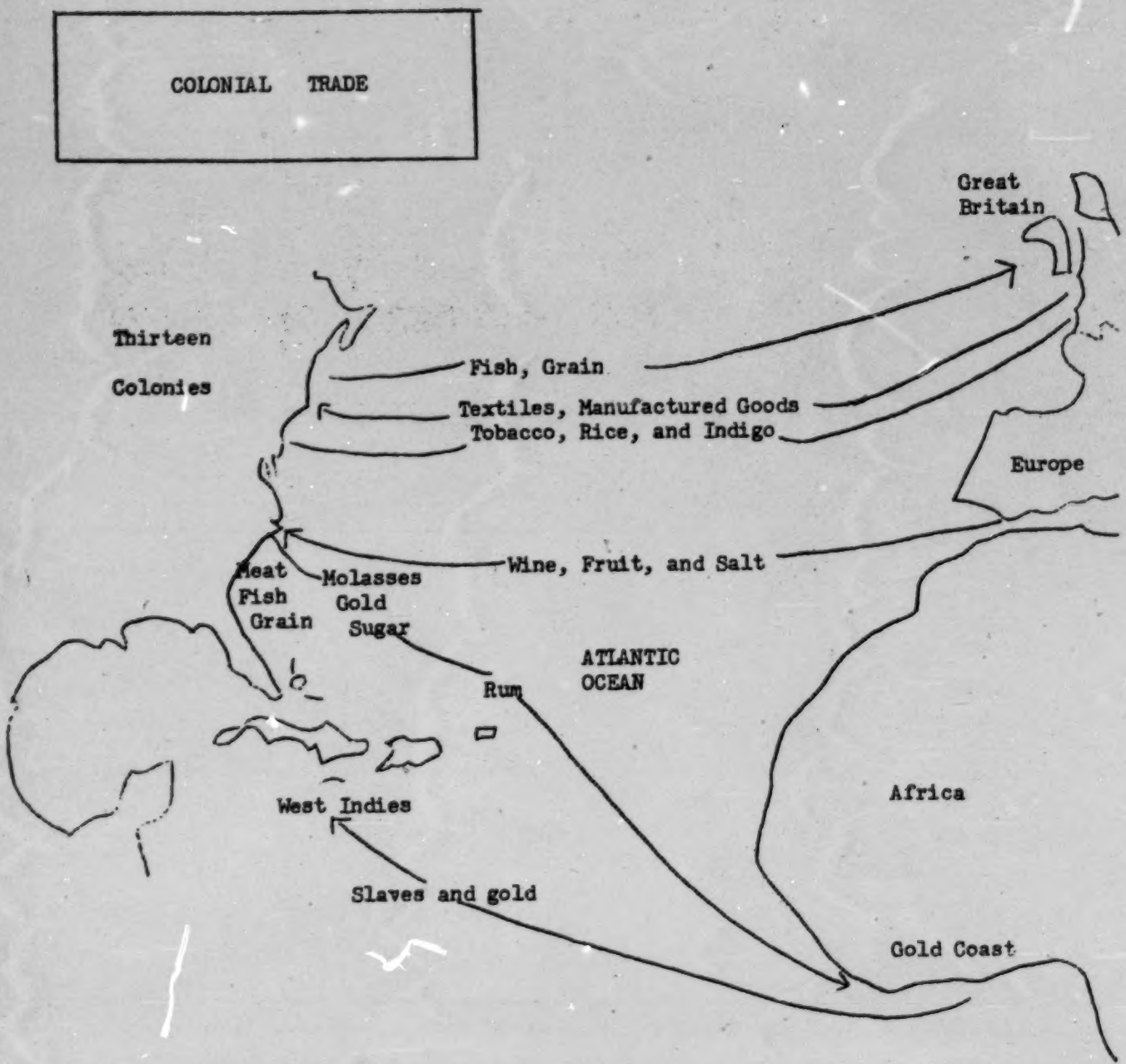
3. Students work in groups of two or three to plan how one change leads to another. Provide the class with a list of items to begin work. Example:
a. cotton gin---more cotton, more trade.
b. Reaper-----larger farms, less people
c. steel plow---more acreage plowed
d. automobile----roads, travel, jobs
e. farming to manufacturing
-----move to cities, city problems
f. assembly line---more goods, special jobs.
g. telephone-----jobs, unity in country

4. Have each class group develop job clusters based on the invention on which they made their chain of changes. These also may be used as a transparency and shared with the rest of the class.

5. Include test items which require students to list new jobs developed since colonial times through new inventions. List changes in working conditions, hours, pay, type of work, because of technological change and desirable changes in life style and living standards through technology.

3. Data Sheet #8

Data Sheet #1


COLONIAL TRADE
Great Britain
Thirteen Colonies
Fish, Grain
Textiles, Manufactured Goods
Tobacco, Rice, and Indigo
Europe
Wine, Fruit, and Salt
Meat
Fish
Grain
Molasses
Gold
Sugar
ATLANTIC OCEAN
Rum
West Indies
Africa
Slaves and gold
Gold Coast

Data Sheet #2

WOULD THESE PEOPLE WANT TO GO WEST? WHY OR WHY NOT?

1. Jeremy Brown, age 40, well-known in his small community. Owns a small place and has lived there for 20 years and raised his family.

2. Mark Thomas, age 14, loves to fish, hunt, and be outdoors. He loves to hear his grandfather tell about moving to their village when it was in the wilderness.

3. Mary Jones, age 26, married, and has 3 small children. She loves to visit and chat with the neighborhood women in their sewing circle. She is proud of their house and farm. She spends her evenings playing familiar tunes on their organ.

4. Bob Black, age 35, is tired of trying to grow things in the rocky soil of his small farm situated on a hillside. He dreams of having a farm someday where things will really grow and he will be better able to take care of his family.

5. Mary Roberts, age 10, has been sick a lot the last five years. She loves school and spends her spare time reading. She has a hard time making friends, but last year Jane White moved to town and now they are the best of friends.

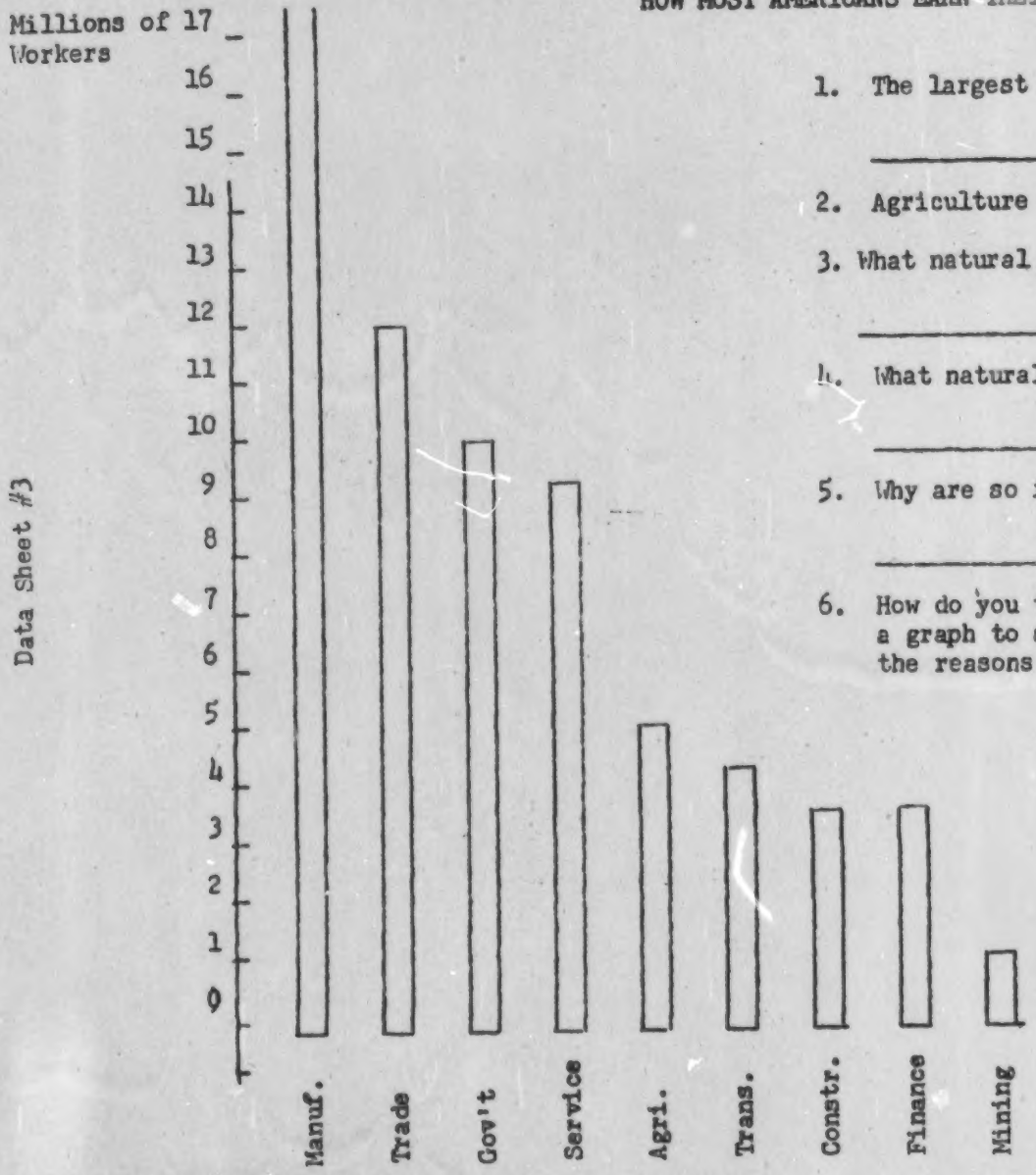
6. Jim Carlson, age 65, brought his family from Europe years ago. He settled in this village where his wife died and was buried. It is the dearest place in the world to him.

7. Sara Smith, age 16, is in love with Charles on the next farm. She hopes he will marry her in a couple of years.

8. Tom Jones, 18, loves adventure and travel but would also like to have a place of his own some day. But it looks like there won't be any room left by the time he gets ready to buy a farm - it's getting so crowded these days!

Data Sheet #3

HOW MOST AMERICANS EARN THEIR LIVING



1. The largest number of people today work in _____

_____

2. Agriculture employs about _____ people.

3. What natural resources are used in agriculture?

_____

4. What natural resources are used for manufacturing?

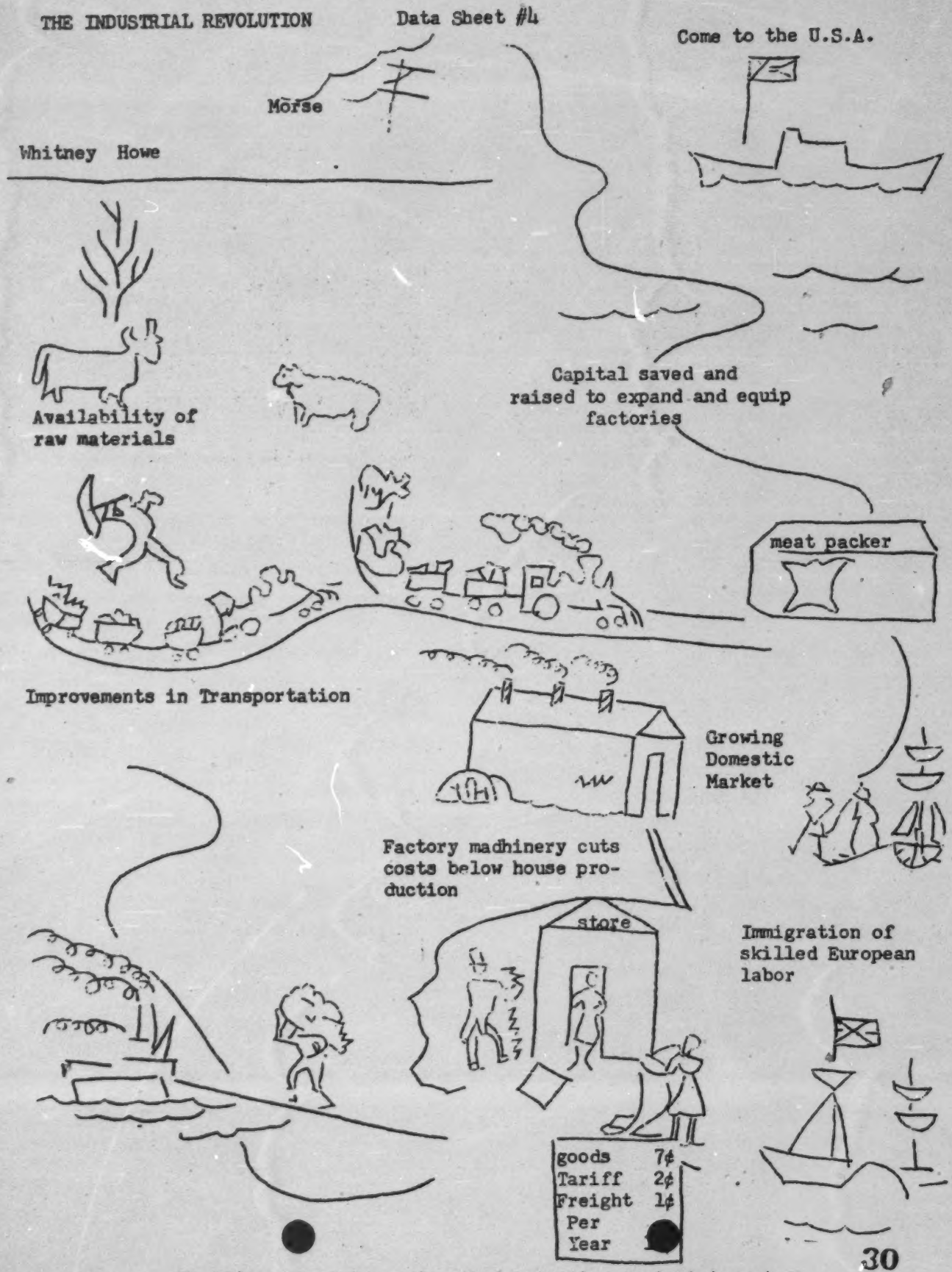
_____

5. Why are so few people employed in the mining industry?

_____

6. How do you think this graph might look in 1980? Make a graph to show your ideas. Write a paragraph telling the reasons for the changes that you've shown.

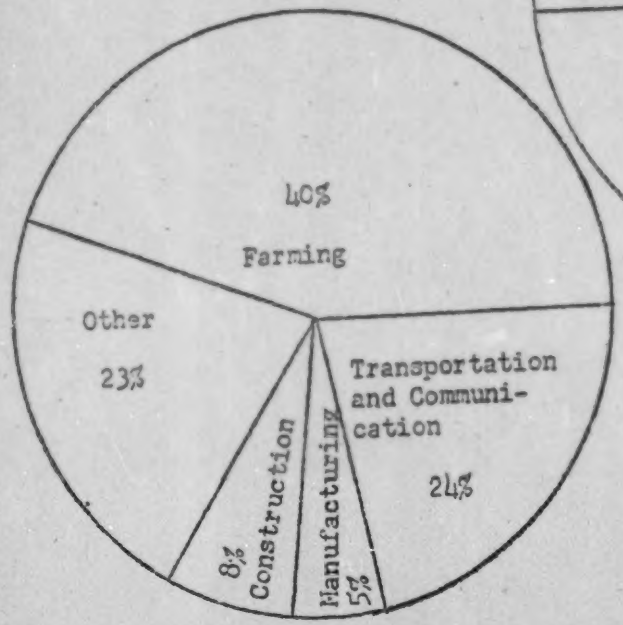
THE INDUSTRIAL REVOLUTION Data Sheet #4

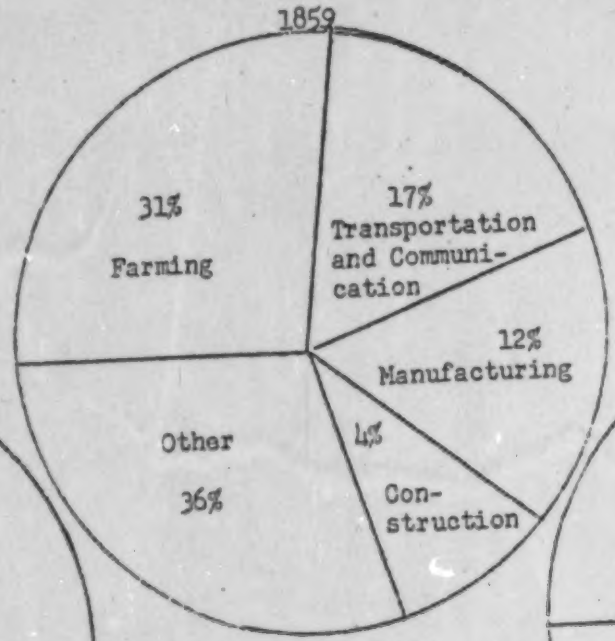


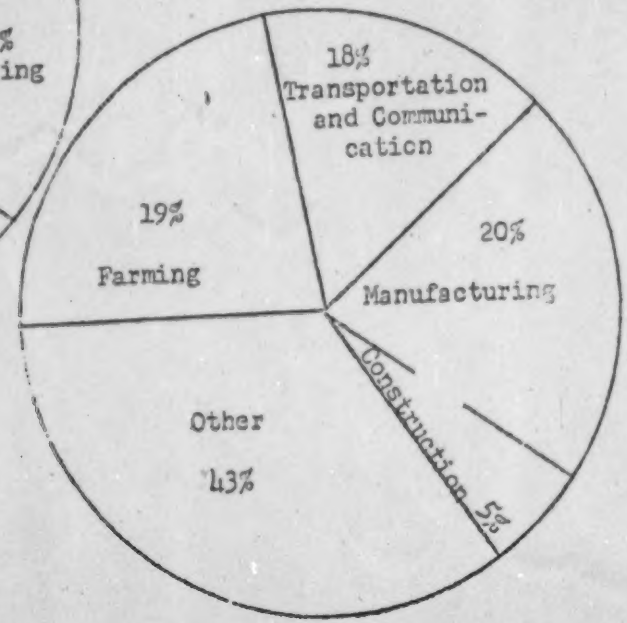
Tariff and Freight costs give protection against imports

Data Sheet #5

GROWTH OF INDUCTRY IN 19th CENTURY



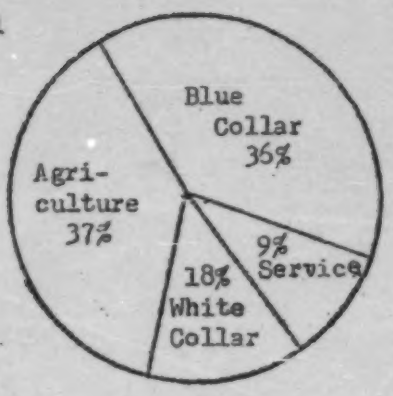




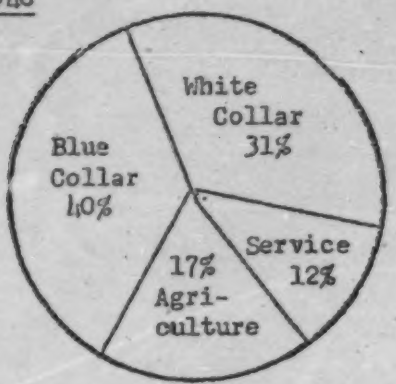
Date Sheet #5

HOW OCCUPATIONS HAVE CHANGED SINCE 1900

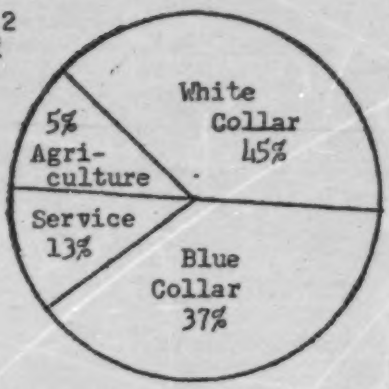
1900[1]



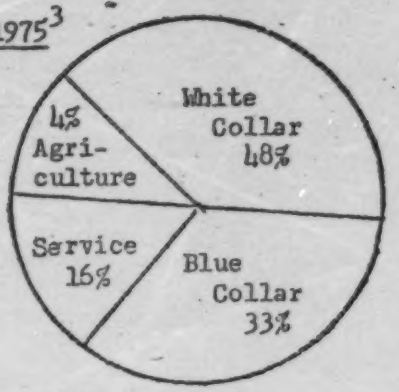
1940[1]



1966[2]



1975[3]



White collar workers: accountants, pilots, doctors, photographers, managers, officials, bankers, stenographers, real estate salesmen, sales clerks

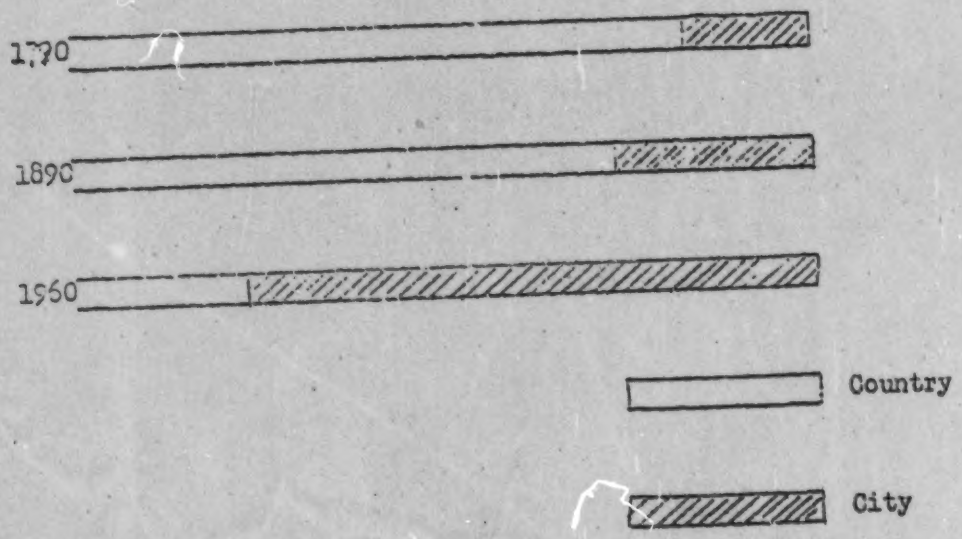
Manual workers: bakers, cabinet makers, locomotive engineers, sailors, painters, industrial production workers, laborers.

Service workers: laundresses, housekeepers, bartenders, policemen, waiters and waitresses

Farm workers: owners, managers, tenants

Data Sheet #7

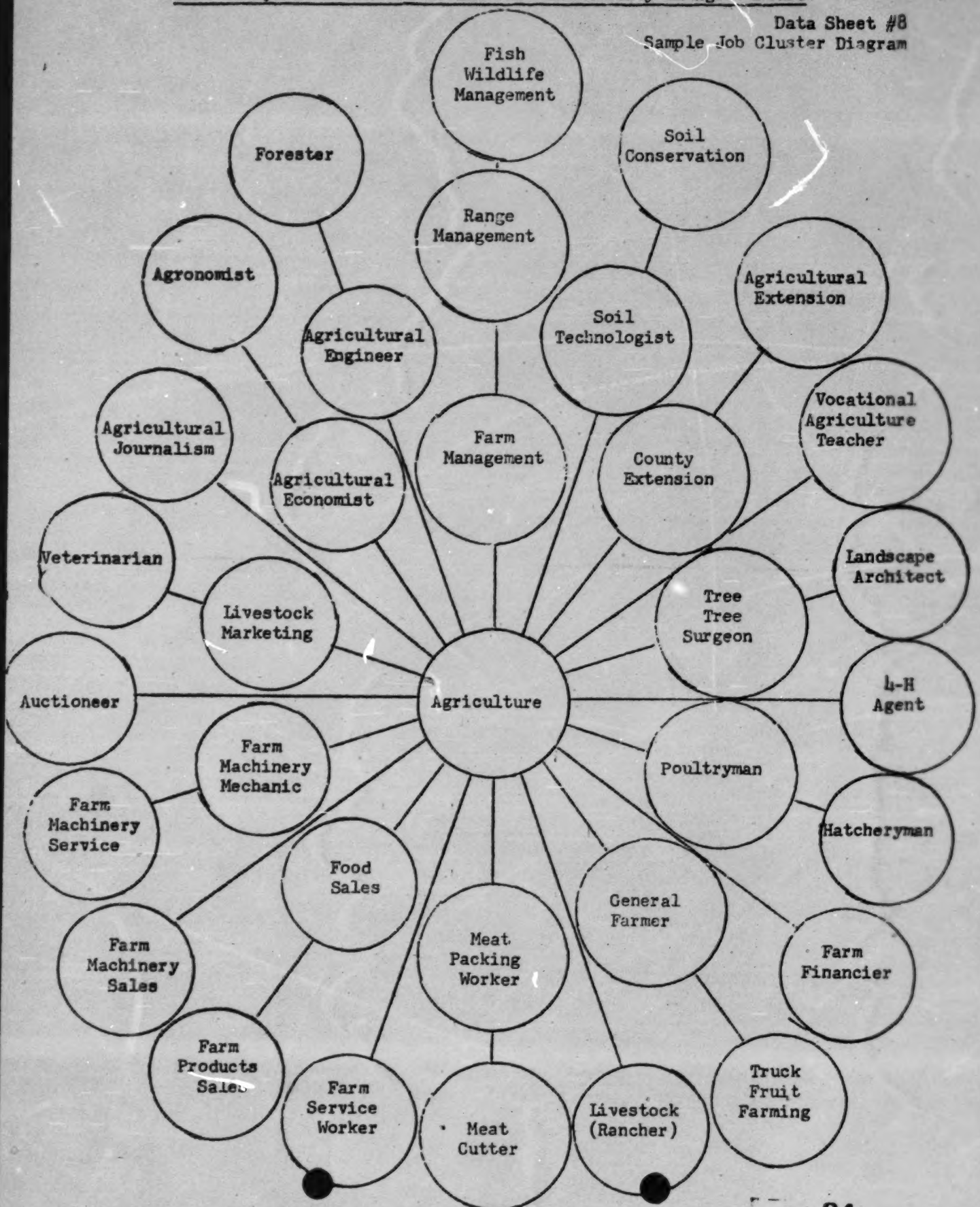
MOVEMENT FROM COUNTRY TO CITY



1. What has happened to our city population since 1790?_____
2. How did improved farm machinery help reduce the number of people needed for farm work? (As farming Methods improve fewer people are needed to grow crops.)_____
3. What developments helped bring people to the cities?_____
4. How would this change the use of our natural resources?_____

Some Occupations Related to Interest and Ability in Agriculture

Data Sheet #8
Sample Job Cluster Diagram



Grade: 5 Subject: Art Unit: Design

CONCEPT: There are many jobs and/or hobbies related to the element of design in the practical world.

Objective: The child will be able to describe three jobs and/or hobbies which are related to design in the practical world.

Learning Activities:

1. Write to Walt Disney Productions for information about the jobs done by cartoonist at the studio.
2. Ask the children to examine a newspaper and list all of the jobs they find which are related to design in art. For example: cartoonist, photographer lay out, etc.
3. Make a notebook of newspaper and magazine articles about jobs which are related to design.
4. Discuss the differences in clothing worn by students in the class considering design and texture. Have the children make a notebook containing material scraps from home. The notebook should be divided into two parts, design of the fabric, and texture of the fabric.
5. Observe the structure of the school building. Discuss how design was used to build the building. Invite and architecture student to talk to the children about design in his work.
6. Ask someone who uses photography as a hobby to talk to the children about the use of design in his pictures.
7. Ask someone who is involved in advertising to talk to the students about the role of design in their job. The high school art teacher is a resource person for this.
8. Invite someone to give a demonstration of flower arranging.

Materials and Resources:

1. Write:
   Walt Disney Productions
   500 S. Buena Vista
   Burbank, California
2. Complete edition of a newspaper for each group of children.

10. Invite someone from a local nursery to discuss the element of design involved in landscaping. (Coordinates with science unit on plants)

11. Have the children examine the area around their school district. In a large group draw a map of the area as it is today. Divide the children into groups and ask them to redesign the area, being as creative as possbile.

Write:
American Institute of Architects
1735 New York Avenue NW
Washington, DC 20006

The Advertising Federation of America
655 Madison Ave.
New York, NY 10021

American Association of Advertising Agencies
Pan Am Building
200 Park Avenue
New York, NY 10017

Grade: 5 Subject: Language Arts Unit: Examining Newspapers

CONCEPT: Many different occupations work together to put out a newspaper.

Objective: The students can name and describe five occupations related to newspapers.

This should illustrate the variety of skills and abilities needed to put out a newspaper.

Learning Activities:

1. Study the parts of a newspaper.
2. Following study of the parts of the newspaper have the class list what kinds of occupations would be involved in putting out a newspaper.
3. Have a guest speaker from the News Miner answer questions about the different occupations at the newspaper, educational backgrounds, etc.
4. Have the class develop job clusters related to the newspaper.
5. Character of newspaper occupations: groups act out newspaper occupations and rest of class guess which occupations it is.

Evaluation Activities:

1. Make a newspaper scrapbook cutting specific items from a newspaper and labeling them.
2. Write a job description of occupations at the News Miner.

Materials and Resources:

Newspapers

Grade: 5 Subject: Health Unit: How Do You Grow Up?

CONCEPT: There are some occupations that deal with the mental and emotional growth of people.

Objective: The child can name and describe three occupations related to mental health.

Learning Activities:

1. Role play everyday problems that come up at school. Discuss the counselor's role when such problems come to him.
2. Invite a counselor to visit the class and tell about his job. Ask him to discuss any of the other occupations that relate to his. Follow up his talk by listing additional occupations he has mentioned. Find out more about them.
3. Make a bulletin board display of occupations relating to mental and emotional growth.

Materials and Resources:

1. Counselor

Grade: 5 Subject: Health Unit: Fire Safety

CONCEPT: Some jobs are related to fire safety.

Objective: Children can list four jobs related to fire safety. Children can state three differences and three similarities between the job of volunteer fireman and city fireman.

Learning Activities:	Materials and Resources:
1. Children can look in the yellow pages and find the different types of jobs related to fire safety. i.e. Firemen Fire protection consultants Industry - fire doors Industry - fire files Industry - fire fighting equipment Insurance Company Sprinklers for fire protection Fire alarm system	1. Telephone book.
2. Make a graph of fire runs by causes. -occupations which use this type of information(Insurance Company) -why they use it -what are fire safety and building code regulations. (Are the fires caused by breaking the regulations?) -who makes regulations?	2. Newspaper.
3. Invite someone from a plumbing company or other company that installs fire protection equipment (i.e. - sprinklers to show some of the equipment and how it is installed. (Companies listed in yellow pages)	3. Plumber
4. Invite a fireman to visit and explain his background, training, and responsibilities.	4. Guest - Volunteer Fireman
Evaluation Activities:	
1. Include items from objective in test.	

Grade: 5 Subject: Science Unit: Electricity and Magnetism

A.A.A.S. Connecting Patterns in Electric Circuits; Electric Circuits and Their Parts.

CONCEPT: Necessity of producing electricity creates many jobs.
Work is made easier by use of electric and magnetic tools.

Objective: For the children to be able to demonstrate by naming or acting out that they are aware of at least 6 jobs related to producing electricity. For children to be able to tell how work has been made easier by electric or magnetic tools, at least 8 instances.

Learning Activities:

1. Ask children to use TV, paper and magazine, and to bring in a list of as many electric an/or magnetic tools as they notice. Share.
2. The groups choose most common and most unusual tool. Research to find several occupations that they are used in- and how they make the work easier. In sharing with class they could use transparencies or draw oversize examples.
3. Were any of tools associated with producing electricity? Does anyone they know have jobs in this area? Investigate job clusters from electricity produced by water, steam, and nuclear energy.
4. Act out jobs they would like. Discuss or act out some they would not like.
5. Take a field trip -
   a. Telephone Company. Notice use of electricity and magnetic power (Electromagnets in phones)
6. Guest speakers who use tools.
7. Have table of tools - invent a new use for an old tool - etc. - egg beater.
8. Related books.

Materials and Resources:

1. Telephone Company

Guest Ideas:
1. Use an electron microscope
2. Photo-electric eyes that protect stores, etc.

Evaluation Activities:

1. Child draws a tool and writes a job description form on one job in which this tool is used.

2. Child can write a paragraph about how a particular electrical tool has changed his way of life.

Grade: 5 Subject: Science Unit: Variety in Plants and Animals

A.A.A.S. Guinea pigs in a Maze; Living things are composed of cells; Growth of Mold on Bread.

CONCEPT: Many jobs are related to plants and animals.

Objective: For the children to name three jobs associated with animals and describe the skill and identify the training necessary for each job.

Learning Activities:

1. Brainstorm for jobs associated with knowledge, use, and care of animals.
2. Find out if children's parents have jobs associated with animals.
3. Divide into groups; pick a favorite job; together make a chart of all the jobs necessary for carrying out the chosen job. Share.
4. Take a field trip to Fish & Game. Prepare to be able to ask questions about all jobs connected with carrying out the program. Special skills? Special knowledge needed?
5. Related books to read.
6. Discuss how a job affects family life, avocation, citizenship.

Evaluation Activities:

1. With closing test, name three jobs associated with animals.
2. Make a job tree related to animals.
3. Pick one job and write a job description form.

Materials and Resources:

1. Visit or invite a guest from the:
   1. Humane Society
   2. Dog Pound
   3. Veterinarian visit
   4. Animal hospital
   5. Chicken raising farm
2. Use a phone book to find occupations related to animals.

Grade: _____ Subject: _____ Unit: _____

CONCEPT:

Objective: The student can name and describe three occupations in forestry.

Learning Activities:

1. Research and write job description on foresters, forestry aides, and logging.
2. Guest speakers from the United States Forest Service or logging company.
3. Field trip to a lumber mill.
4. Mural of a mill operation with different jobs shown.
5. Guest speaker to speak on smoke jumpers and forest fire fighters.

Evaluation Activities:

1. Students pick one job and write a job description form.
2. Student names three jobs associated with forestry.

Materials and Resources:

1. Guest speakers
2. Field Trip

Grade: 6 Subject: Math Unit: Whole Numbers

CONCEPT: A knowledge of whole number operations is important in many occupations.

Objective: A. The student can give an example of the practical applications of whole number operations.

Learning Activities:

1. Develop and use a monetary system.
   a. Set up a standard.
   b. Print money.
   c. Set up a bank.
   d. Set up limits of use.
      1) Earn money by room tasks.
      2) Spend money by selling products they make.

2. Set up model stores to transact business.

3. Expand to include:
   a. Unions
   b. Taxes and interest
   c. Loans
   d. Salaries

Evaluation Activities:

1. Simulation Activity - Use mock checkbook and expanses for a month in story problem form.

2. Use newspapers for simulated shopping trip, cost comparison, etc.

3. Show students the actual real estate math course for training real estate salesmen. (An excellent instrument if used as a "typical example" of the working world and whole number operations)

Materials and Resources:

Grade: 6 Subject: Math Unit: Fractional Numbers

I. CONCEPT: A knowledge of fractional numbers is necessary in many occupations.

Objective: A. The student can give an example of the practical application of fractional number operations.

Learning Activities:

1. Survey of newspapers for examples of use of fractions.
2. Use a recipe written in small quantities enlarged to serve the whole class.
3. Cook above if possible.
4. Make or build some project (birdhouses) to demonstrate use of fractions. (dimensions)

Evaluation Activities:

Materials and Resources:

Grade: 6 Subject: Math Unit: Measurement

I. CONCEPT: Measurement is used in many occupations.

Objective: A. The student can give an example of the practical application of measurement.

Learning Activities:

1. Student research and report on use of Metric System in science, engineering, etc.

Evaluation Activities:

1. Brainstorm for uses of measurement in everyday activities. Record results under measurement heading:

   Linear Liquid Dry Etc.

2. Develop a bulletin board based on measures.

Materials and Resources:

Grade: 6 Subject: Math Unit: Graphs and Probability

I. CONCEPT: Graphs are a useful tool in many occupations.

Objective: A. The student can give an example of the practical application of graphs and probability.

Learning Activities:

1. Graph stock market activity.
2. Check newspapers and magazines for uses of graphs. Mount and display on bulletin board.
3. Interested student write job description on statistician and/or actuaries.
4. Make bulletin board - "Why Use Graphs In Occupations".

Evaluation Activities:

Materials and Resources:

Grade: 6 Subject: Science Unit: VI. Conservation and Outdoor Education

I. CONCEPT: There are many occupations available in the conservation field.

Objective: A. The student can name and describe three jobs concerned with soil and soil conservation.

Learning Activities:	Materials and Resources:
1. Student reports on the job of the soil scientist, the soil conservationist, the geologist, range managers, and agriculturists.	
2. Begin a notebook of jobs relating to conservation. Include job descriptions, pictures, pamphlets, etc.	
3. Invite a speaker from the Soil Conservation Service.	
4. Research and report on jobs involved in making fertilizers.	

Objective: B. The student can name and describe three jobs concerned with water and water conservation.

Learning Activities:	
1. Student research and job description reports on watershed management, water filtration plants, dams and flood control projects. Add these to the conservation occupations notebook.	
2. Guest speakers from water filtration plant.	
3. Report on the job of a dam tender.	
4. Research and report on converting salt water to fresh water.	

Unit: VI. Conservation and Outdoor Education

Objective: C. The student can name and describe three jobs related to minerals and mineral conservation.

Learning Activities:

1. Student research and job descriptions on occupations in the fields of mineralogy, petroleum and natural gas production and processing, mining, mining engineering, and metallurgist. Put job descriptions in occupations notebook.

2. Bulletin board displays showing occupations relating to minerals.

3. Contact University of Alaska geology department for a guest speaker on area of mineralogy.

4. Develop a chart of minerals useful to man and products made from such minerals.

Evaluation Activities:

1. Dioramas of occupations in mineral field.

2. Develop a display of products made from petroleum.

Materials and Resources:

Grade: 6 Subject: Health Unit: I. Health Research

I. CONCEPT: Men have been and still are engaged in research to fight disease.

Objective: A. The student can name and describe an occupation in health research.

Learning Activities:

1. Student research and reports on the job of the biochemist, chemotheraphy, fermentation, chemistry, pathologist, pharmacologist, pharmaceutical chemistry, pharmacognosy.

2. Read and report on famous health researchers: Edward Jenner, Louis Pasteur, Joseph Lister, Paul Ehrlich, Alexander Fleming, Jonas Salk.

3. Guest speakers from University of Alaska and a local pharmacy.

4. Write a large drug company for information:

Chas. Pfizer & Company, Inc.
Educational Services Dept.
235 E. 42nd Street
New York, N.Y. 10017

Upjohn Company
7171 Portage Road
Kalamazoo, Michigan 49001

Evaluation Activities:

Materials and Resources:

Booklets Available:

Grade: 6 Subject: Health Unit: II. Community Health Agencies

I. CONCEPT: Many people work to protect community health.

Objective: A. The student can list at least three agencies who work to protect community health.

The student can describe work done by each agency he lists.

Learning Activities:

1. Divide class into groups to investigate the various community agencies concerned with protecting health. What type of work is done? What kind of background does an employee need? How does this service protect community health?

   Water treatment
   Garbage disposal
   Milk protection

   Air quality

   Food handling

   Insect and rodent control

   National voluntary agencies such as:
   American Cancer Society
   American Heart Association.

Materials and Resources:

Contact Fairbanks Sewage treatment plant. Call a local dairy to arrange for a apeaker, an interview, or a field trip.

Evaluation Activities:

Grade: 6 Subject: Health Unit: III. Medical Specialists

I. CONCEPT: There are many areas of specialization in the medical field.

Objective: A. The student can describe the work of three specialists in the medical field.

Learning Activities:	Materials and Resources:
1. Have students check yellow pages of phone book and list specialized areas in medicine. 2. Write to local medical specialists for information on their job.	

Evaluation Activities:

1. Make a bulletin board showing human figure and names of specialists who treat specific body parts.

Objective: B. The student can describe the job of medical record librarian.

Learning Activities:	Materials and Resources:
1. Student research and report to class a job description of the medical record librarian. 2. Call or write to Fairbanks Memorial Hospital for information concerning the medical record librarian.	

Objective: C. The student can describe the work of the medical laboratory workers.

Learning Activities:	
1. Student research, report job description to class. 2. Call Clinic for a guest speaker or information about medical laboratory workers.	

Unit: III Medical Specialists

Objective: D. The student can describe the work of the radiologic technologist.

Learning Activities:	Materials and Resources:
1. Student research, report job description to class.	
2. Guest speaker from a clinic.	
3. Field trip to Fairbanks Memorial Hospital - approximately 2 hour. Call Public Relations Office.	

Grade: 6 Subject: Health Unit: IV Dental Specialists

I. CONCEPT: Man specializes in order to improve the work done.

Objective: A. The child can describe the work of one dental specialist.

Learning Activities:

1. List forms of dental specialization (research, orthodontics). Check telephone book yellow pages for additional specializations (oral surgery, extractions).

2. Use the encyclopedia and/or occupational reference material to find out more about what a dentist does and what training he needs.

3. Have a child who is having orthodontia treatment ask his orthodontist about the difference in his training and that of a general dentist.

4. Write to the American Dental Association for information on dental careers.

5. Write to the National Institute of Dental Research, Bethesda, Maryland, for information on the types of research being done, kinds of occupations their organizations use, and the background necessary for their employees.

6. If possible, invite a dentist to speak on his work, training, etc.

Evaluation Activities:

Materials and Resources:

Occupational Outlook Handbook

American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

Grade: 6 Subject: Health Unit: V. Nutrition Research

I. CONCEPT: Many people are engaged in nutrition research.

Objective: A. The student can name and describe two occupations in nutrition research.

Learning Activities:

1. Students research and write job descriptions of nutritionist, dietitians, home economists, and food chemists. Distribute these to class.
2. Research reports on pioneers in nutrition.
3. Interested students may research and write job descriptions of food service occupations: chef, baker, waiter, or waitress.
4. Speaker from Health Foods Store- (Note: recent public concern for nutritional health foods has created new occupations)
5. Plan menus for a week and determine cost.

Evaluation Activities:

Materials and Resources:

Grade: 6 Subject: Health Unit: VI. Drugs, Alcohol, Tobacco: Occupations Concerned With Their Regulation

I. CONCEPT: There are many different occupations concerned with regulation of potentially harmful material.

Objective: A. The student can list and describe three regulatory occupations.

Learning Activities:

During the unit on drugs, alcohol, and tobacco, the students determine various people and agencies who share responsibility for control and proper use of drugs. The following activities supplement the work of responsible people.

Interview a pharamcist or visit a pharmacy. In addition to finding out how he records drug purchases, prescriptions, etc., find out what background he needed to become a pharmacist.

Write Congressman Don Young for information on how legislation on control of drugs, alcohol, tobacco is researched and carried out, what legislation is in effect, etc.

Write Bureau of Customs, Fairbanks International Airport, and ask for a description of the kinds of work they do.

Find out about the work of the Food and Drug Administration.

Evaluation Activities:

Materials and Resources:

Unit: VI. Drugs, Alcohol, Tobacco: Occupations Concerned with Their Regulation

Learning Activities:

Invite a state legislator (or write one) to speak on how state control legislation is researched and carried out, what legislation is in effect, what background he feels is most useful for a state legislator, etc.

Share results of research. Write job descriptions of areas studied.

Evaluation Activities:

Grade: 6 Subject: Science Unit: I. Community of Plants and Animals

A.A.A.S. Lessons: (1) Defining Operationally 5-Using Operational Definitions of Parts of Living Things; (2) Controlling Variables 12-Growth and Orientation of Plants; (3) Controlling Variables 8 or Controlling Variables 11-Nutrition of Small Warm-Blooded Animals.

I. CONCEPT: Certain occupations deal with the community of plants.

Objective: A. The student can write a brief job description of a botanist.

B. The student can explain how a knowledge of plants is important to a horticulturist.

C. The student can explain how a knowledge of plants is important to the forester.

Learning Activities:	Materials and Resources:
1. Brainstorm for jobs related to botanist, agriculturist, and forester. Have groups volunteer to make a bulletin board from the ideas.	

II. CONCEPT: Certain occupations deal with the community of animals.

Objective: A. The student can write a brief job description of the work of a zoologist.

B. The student can explain how a knowledge of animals is important to the agriculturist.

C. The student can explain how a knowledge of animals, insects, and plants is important to the forester.

Learning Activities:	Materials and Resources:

Unit: Community of Plants and Animals

Evaluation Activities:	Materials and Resources:
Simulation: Job Employment 1. Divide the class into groups. Have them make a poster showing the knowledge of animals needed by a zoologist, agriculturist and forester. 2. Write description of zoologist, agriculturist or forester for "Help Wanted" ad in classified section of paper.	1. Art materials for posters. Books: Zoo Doctor Bridges, William What Does a Vetorinarian Do? Grant, Compton Pamphlet: "BeeKeeper" available for 20¢ from Guidance Center, University of Toronto, 371 Bloor St. Toronto, Ontario, Canada

III. CONCEPT: The ecologist is concerned with the interelationship and interdependence of the community of plants and animals.

Objective: A. The student will be able to describe the work of the ecologist.

Learning Activities:	Materials and Resources:
1. Look through magazines (National Geographic, Life, 1970-71, etc.) and find information on how the ecologist has helped protect plants and animals from man's carelessness (oil spills, and the birds and ocean animals, polar bears, seals in Alaska and Canada) 2. Discussion of how an ecologist works to save endangered species. Choose one animal and find information on what is being done to protect it. 3. Write to the author of Wild Horse Annie, for information on wild horses.	Books and magazines Wild Horse Annie

Grade: 6 Subject: Science Unit: II. Sound, Light and Color

I. CONCEPT: Certain occupations deal with the production of sounds.

Objective: A. The student can name and describe five occupations dealing with the production of sounds.

Learning Activities:

1. A band student can demonstrate how their instrument produces sound.
2. Have a field trip to a T.V. of radio station looking for means of transmitting sound.
3. Find information on animals that use sonar.

Evaluation Activities:

1. Make a simple musical instrument.
2. Make a bulletin board of musical instruments grouped by method of sound production.
3. Choose one sound-oriented occupation and list the skills necessary for it.

Materials and Resources:

II. CONCEPT: A knowledge of the science of light is valuable to some occupations.

Objective: A. The students can name 3 occupations related to the science of light.

Learning Activities:

1. Visit a T.V. station. List the people who handle the lighting and color - what they do, know, and who helps them.
2. Talk about how light shows are produced. Do some research - then see if they can produce some lighting effects.
3. Laser Beam - It's uses by the military and other vocational area. Example: eye surgery, bombing, space program, cutting diamonds.

Evaluation Activities:

1. Look through magazines and newspapers (in groups) and find examples of occupations relating to light.
2. List the tools or instruments depending on light. Make a display of people who use the tool or instrument and the related jobs.

Materials and Resources:

Magazines

Newspapers

Photography

Grade: 6 Subject: Science Unit: III, Our World in Motion

I. CONCEPT: Many occupations are related to motion.

Objective: A. The student can identify five occupations related to motion that he did not know previously.

B. The student can describe how the principles of motion, (speed, friction) relate to the occupations they named.

Learning Activities:	Materials and Resources:
Evaluational Activities:	
1. Make a collage of occupations involving motion.	Magazines Scissors Glue Tagboard or construction paper
2. Divide the class into three groups. They are to be design engineers in the area of cars, boats, or planes. Each group is to design a model to demonstrate the best use of the principles of motion and a model showing the worst use of the principles of motion.	Building materials for models: a. boxes b. macaroni c. aluminum foil, etc.
3. Design a car or airplane and fly or run it in competition.	

Unit: Our World in Motion

II. CONCEPT: Many avocations are related to motion.

Objective: A. The student can describe how motion is related to his avocation or that of his family.

Evaluation Activities:

1. One student can name his (or any) avocation. The rest of the class can then individually list the ways motion is involved. The lists can then be compared to see who has the most ideas.

Materials and Resources:

Grade: 6 Subject: Science Unit: IV. Magnets and Magnetism

A.A.A.S: Interpreting Data 8 - Magnetic Fields
Defining Operationally 4 - Determining the Direction of True North.

I. CONCEPT: Magnetic tools are used in many jobs.

Objective: A. The student can name five magnetic tools and describe how they are used.

Learning Activities:

1. Tear down an old phone and have a telephone employee explain how it works. Have him emphasize the role of the electromagnet.

2. Make a job tree with a magnet at the top. This could be done in groups and then one comprehensive job tree could be put on the bulletin board. Illustrations of the various tools used in the different jobs could also be displayed around this.

Evaluation Activities:

1. Discuss magnetic toys available today. Examples the students have could be shown. Then, in groups, let the students invent magnetic toys.

2. Make an electromagnet.

3. Make a compass with a magnet.

Materials and Resources:

1. Old telephone receiver

Grade: 6 Subject: Science Unit: V. The Earth In Space

I. CONCEPT: The astronomer is concerned with the study of the solar system.

Objective: A. The student can list four skills needed by an astronomer.

B. The student can name four tools or instruments used by the astronomer.

C. The student can list three ways in which the astronomer contributes to our society.

Learning Activities:

1. From films and reading, note skills, tools, and contributions of an astronomer.
2. Study a star finder and discuss at school. At home at night cover a flashlight with red cellophane and see what stars on their maps they can observe in the sky. Then at school, discuss the value of observation to the astronomer.
3. Make a display on tagboard showing the tools and instruments used by astronomers.

Materials and Resources:

The World Almanac

Science News

Natural History (these list astronomical or celestial events)

Star Finder - map available from T.N. Hubbard Scientific Co. Northbrook, Illinois

II. CONCEPT: All space programs are related to the study of astronomy.

Objective: A. The student can list ten jobs related to the space program.

B. The student can demonstrate that he knows at least three ways in which the space program uses astronomical information.

Learning Activities:

1. List as a class what they know about the space program. From this list choose the jobs.
   a. Pick the job that seems most interesting and the one that seems least interesting (do this individually).
   b. Do research on these two occupations.
   c. Share information with the class using some visual aids.

2. Write N.A.S.A. for information on jobs in space research.

Materials and Resources:

III. CONCEPT: Certain avocations are related to astronomy.

Objectives: A. The student can list two avocations related to astronomy.

Learning Activities:

1. Make posters developed around a constellation.

2. Bring any items students or their parents have purchased (posters, cups, clothes, wall hangings, jewelry, etc.) and discuss how they think they were made.

Evaluation Activities:

1. Discuss any avocations the students or their families have related to the stars. Students can bring anything available to share with the class.

Materials and Resources:

Art supplies:
a. tagboard
b. paint
c. India ink
d. compass
e. protractor

Grade: 6 Subject: Language Arts Unit: Library Skills

I. CONCEPT: Library skills aid a person in finding materials in all libraries.

II. CONCEPT: There are many different kinds of work needed in libraries.

Objective: A. The student can state two uses of library skills.

B. The student can list five library occupations.

Learning Activities:	Materials and Resources:
1. Plan a field trip to a large library with two goals in mind - to show the need for library skills as an aid in locating materials and to expand the student's knowledge of library occupations. It is suggested the teacher preview the trip and/or brief the person who will be conducting the tour on these goals: a. The class develops questions to be answered on the field trip. b. Follow-up the trip with discussion of new ideas presented on the trip, answers to pre-planned questions, and build a job cluster of library occupations. This could be done on the overhead projector as a class.	

Grade: 5-6 Subject: Language Arts Unit: Books and Publishing

CONCEPT: There are many occupations behind the publication of a book.

Objective: The student can list four occupations related to book publishing.
The student can describe characteristics needed by an author.

Learning Activities:

1. Discuss the occupations related to book publishing.
2. Have children write a favorite author about their occupation. This can be an opportunity to use a business letter form. These are often answered with very useful information.
3. Discuss the function of an illustrator in relation to material read by class.

EVALUATION ACTIVITIES:

1. Class makes a job cluster on "Who Makes a Book". This can be done as class bulletin board.
2. Make individual books, perhaps an autobiography, reviewing the parts of the book (title page, table of contents, etc.). This can be done in tiny books and include illustrations.

Materials and Resources:

Grade: 6 Subject Language Arts Unit: Investigating and Reporting "Unusual" Occupations

I. CONCEPT: Many different kinds of work are necessary in our society.

Objective: A. The student can describe an occupation, the background for it and it's connection with a larger field or vocation.

Learning Activities:

Introduce the unit by discussing occupational fields. When medicine is mentioned people usually think of a doctor and nurse; animal care, the veterinarian; protective services, police and fireman; etc. Listed below are some other more unusual occupations related to these areas. The opportunities for expanding on these suggestions are endless. The resource material will help give ideas to teacher and student.

Medicine and Health:
- medical technologist
- electrocardiograph technician
- occupational therapist
- inhalation therapist
- practical nurse
- physical therapist
- orthoptic technician
- medical record librarian

Animal Care:
- horseshoer (blacksmith)
- aquarist (aquarium keeper)
- dog pound attendant
- dog groomer

Protective Services:
- bridge operator (or with drawbridge)
- armored car guard
- watchman
- correction officer
- fingerprint classifier

Clerical Occupation:
- legal secretary
- medical secretary
- statistical typist
- proofreader
- mortgage clerk
- teller
- cashier
- library clerk
- public stenographer

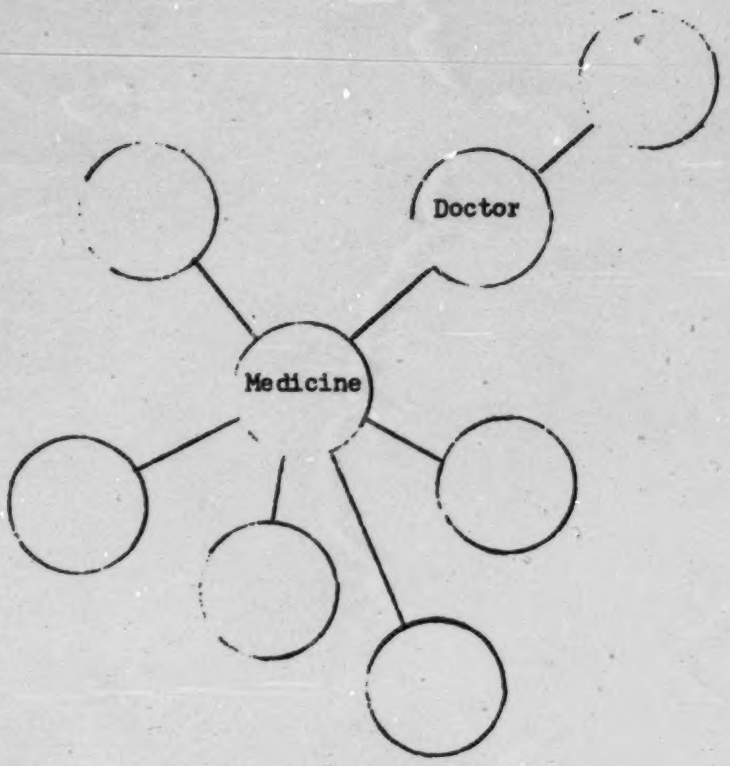
Materials and Resources:

Continued: Unit: Investigating and Reporting "Unusual" Occupations

Evaluation Activities:

Each child chooses an occupation to investigate and report on, using skills in language arts text.

Job clusters of related jobs may also be built when the reports are made.



An alternate or additional activity may be developed using local material on "unusual" occupations, such as a feature article in the newspaper on a set designer, a National Geographic article on animal studies (chimpanzees, gorillas) done in the native habitat, etc. Pamphlets are available on such occupations as gemology and music therapy.

Materials and Resources:

Grade: 6 Subject: Social Studies Unit: Geography

CONCEPT: There are many jobs related to making maps.

Objective: The pupil can describe the various aspects of map making.

Learning Activities:

1. Invite guest speakers who are involved in map making.

EVALUATION ACTIVITIES:

1. Divide class into teams. Have each team determine what jobs would be required in producing a specific type of map. For example: rainfall, altitude, or land use.
2. Individuals write job descriptions of occupations related to map making - aerial photographer.
3. Make a map using skills of a mapmaker.

Materials and Resources:

II. CONCEPT: Knowledge of latitude and longitude is vital in some occupations.

Objective: The pupil can construct a statement on the relation of latitude and longitude to certain occupations.

EVALUATION ACTIVITIES:

1. Plot a route followed by an imaginary plane or ship using latitude and longitude readings.
2. Interested students can write a brief job description of a pilot or navigator's job to distribute to the class.

Grade: _____ Subject: _____ Unit: Geography

III. CONCEPT: Geographic features of any land, determines to a great extent the occupations of the people.

Objective:
A. The child will name the geographic features which may affect occupations of an area. (altitude, latitude, land forms, soils, vegetation, winds, and ocean currents.)
B. The pupil can identify the occupations which may be followed by people in different geographic circumstances.

Learning Activities:

1. Bulletin board showing occupations related to particular geographic areas.

EVALUATION ACTIVITIES:

1. Students make a map folder for use through the year. Include maps of landforms, highlands and rivers, principal soils, climates, precipitation and land use.

2. Question sheet which requires use of maps mentioned in #1.

3. Play quiz game with teams. Give data about geographic features - students answer with occupations possible in that area.

Materials and Resources:

Grade: 6 Subject: Social Studies Unit: Culture and Life-Style

II CONCEPT: Culture has been a detriment in occupational choice.

Objective: The pupil will describe the affect of culture on occupation in a country.

Learning Activities:

1. Students research for data to enable them to make a chart showing occupations typical of the various culture zones of a country.

EVALUATION ACTIVITIES:

1. Bulletin board display of cultural zones of a country.
2. Students write about a day in the life of a person from each of the culture zones, writing as if they were that person. Share with the class.

Materials and Resources:

II. CONCEPT: Certain occupations are characteristic of the tropical plantation zone of Latin America.

Objective: The pupil can name and describe the occupations characteristic of the tropical plantation zone.

Learning Activities:

1. Students can write brief job descriptions for the different plantations and compile into a booklet form with illustrations.
2. Interested students may research and report on occupations related to the tropical plantation zone. An example might be researchers who develop disease resistant strains of bananas.
3. Write to countries of the Tropical plantation zone for information.

EVALUATION ACTIVITIES:

1. Students divided into groups to prepare murals depicting occupations of a (a) sugar plantation (b) banana plantation (c) cacao plantation (d) rice plantation (e) Henequen plantation.
2. Tasting party of foods of this zone.

Unit: Culture and Life-Style

III. CONCEPT: Certain occupations are characteristic of the Indian Subsistence zone of Latin America.

Objective: A. The pupil can name and describe the occupations characteristic of the Indian Subsistence zone.

Learning Activities:

Materials and Resources:

Evaluation Activities:

1. Mural depicting typical occupations of the Indian Subsistence zone.
2. Students make picture books which illustrate the typical life of an Indian either in Mexico, the Yucatan, or the Andes. Place these in the library.

IV. CONCEPT: Certain occupations are characteristic of the Mestizo zone of Latin America.

Objective: A. The pupil can name and describe the jobs characteristic of the Mestizo zone.

Learning Activities:

1. Write job descriptions of occupations on a coffee finca.
2. Write job description of occupations on a Llanos cattle ranch.
3. Interested students can report on jobs related to coffee growing or cattle ranching. For example: jobs at a stockyard or jobs related to export of coffee.
4. Interested students can research and distribute findings on mining in Latin America.

Evaluation Activities:

1. Bulletin board display of occupations on a coffee finca.
2. Bulletin board display of cattle industry on the Llanos.

Unit: Culture and Life-Style

V. CONCEPT: Certain occupations are characteristic of the European Commercial zone of Latin America.

Objective: A. The pupil can name and describe those occupations characteristic of the European Commercial zone.

Learning Activities:	Materials and Resources:
1. Research and reports on (a) city life in Latin America, (b) manufacturing in Latin America, (c) life in Argentina, (d) the life of a gaucho. Write as newspaper articles and compile in a newspaper to distribute to 6th grade.	
2. Prepare graphs showing percentages of people engaged in manufacturing and trade in the various areas of Latin America.	
3. Bulletin board display contrasting tools and equipment used in agriculture in European Commercial zone and Indian Subsistence zone.	
4. Bulletin board map showing population density of Latin America.	

VI. CONCEPT: Certain occupations are characteristic of the zone of Little Change in Latin America.

Objective: A. The pupil can name and describe those occupations characteristic of the zone of Little Change.

Learning Activities:	Materials and Resources:
1. Research and report on the Yaquis of northwestern Mexico or primitive tribes of the Amazon, Chile, or Tierra del fuego.	
2. Make dioramas depicting activities in the zone of Little Change.	
3. Make and display models of tools, homes, canoes, etc., used by the primitive peoples of Latin America.	
Evaluation Activities:	
1. Students write a log as though they were traveling up the Amazon. Record what they would observe the people doing.	

Grade: 6 Subject: Social Studies Unit: Peoples of Central Africa

CONCEPT: Peoples of Africa are beginning to use their natural resources to increase their standard of living.

Objective: The child can compare the use of natural resources in Central Africa with the use of natural resources in the Nile River area of Africa.

Learning Activities:

1. Make a bulletin board showing the jobs found in Central Africa.
2. Create a new job that the people of Central Africa could do using the natural resources found in the area.
3. Write a paragraph on Aswan Dam. What it has changed and how it will change things in the future.

EVALUATIVE ACTIVITIES:

1. Write a story showing how a child in Central Africa uses natural resources in a job and compare with this a child in the Nile River area.

Materials and Resources:

Grade: 6 Subject: Social Studies Unit: History

CONCEPT: There are many occupations related to the study of history.

Objective: The pupil will name and describe occupations related to the study of history.

Learning Activities:

1. Gather data, write a report and distribute to class on an occupation related to study of history: archaeology, cryptology, historian, anthropologist, etc.

2. Guest speakers from the University of Alaska.

3. Specific reports on the gathering of data pertaining to history of the Maya, Aztec, etc.

Materials and Resources:

II. CONCEPT: Ancient Indian tribes of Latin America followed some occupations similar to those of present time. This could be changed to use with any country.

Objective: The pupil will construct a paragraph which will compare occupations of the Mayas, Incas, and Aztecs, with occupations of present times.

EVALUATION ACTIVITIES:

1. Prepare murals comparing occupations of Mayas, Incas, and Aztecs with present day occupations.

2. Give students a list of broad job areas, for example: agriculture, services, government, transportation, construction, communication, etc. Have them list jobs followed by the Mayas, Aztecs, and Incas. Put a check by those occupations still carried on today. Discuss this in class.

Grade: 6 Subject: Social Studies Unit: History

III. CONCEPT: Occupations evolve through needs of the people.

Objective: The pupil will identify certain needs of people and occupations related to these needs.

Learning Activities:

1. Divide the class into tribal units. What needs does the tribal unit have? How will you meet these needs? Whole class discuss solutions arrived at by each group.

2. Unite tribal units into two nations. Problem: The nation is drawn into a compact area. What needs arise? How will these needs be met? Whole class discuss solutions arrived at by each group.

EVALUATION ACTIVITIES:

1. Divide class into groups. Each group represents a family unit. Present problem - What needs does the family unit have? How will you meet these needs? Whole class discuss solutions arrived at by each group.

Materials and Resources:

IV. CONCEPT: Occupations change with time and events.

Objective: The child will describe the difference between occupations during the colonialperiod in Latin America and present time.

Learning Activities:

1. Each student chooses an occupation of the colonial period in Latin America. Student researches the occupation and reports on changes in the occupation from then to now. Student should point out what has caused the changes.

EVALUATION ACTIVITIES:

1. Bulletin board showing occupations then and now.

Continued: Unit: History

V. CONCEPT: Government and politics may provide a vocation or avocation.

Objective: A. The student can identify men in Latin America who made politics their vocation or avocation.

Learning Activities:

1. Individual research reports on Latin American political figures. Emphasis on how this person became involved in government. Was politics a vocation or avocation.

2. In teams list governmental positions today in United States. Compare and discuss.

Materials and Resources:

VI. CONCEPT: Attitudes toward work affect history.

Objective: A. The student can give an example of how attitudes toward work have affected Latin American History.

Learning Activities:

1. Assign roles by work attitudes (for example: the person who feels work is below his dignity, the willing worker, the unwilling worker, etc.) Set up present day situations and role play for possible outcomes.

2. Small group discussion of attitudes toward work, negative and positive. Draw small groups together in a large group to come up with a composite of the traits which are most valuable in a worker.

3. Make a bulletin board or poster of results of activity #2

Evaluation Activities:

1. Role playing. Students take roles of rich land owners, mestizos, Indians and negro slaves. Set up mock situation and have students act out roles.

2. Have students discuss how U.S. History may have been affected by attitudes negative towards manual work.

Materials and Resources:

Grade: 6 Subject: Social Studies Unit: American Interdependence

I. CONCEPT: American Interdependence creates many jobs.

Objective: A. The student will name and describe several jobs brought about through American Interdependence.

Learning Activities:

1. Research and report on American owned companies operating in Latin America.
2. Research and report on occupations in U.S. embassies in Latin America.
3. Research and report on trade regulations between U.S. and Latin American countries.
4. Research and report on the Peace Corps activities in Latin America.
5. Research and report on the Organization of American States.
6. Write to American companies operating in Latin America for information.

Materials and Resources:

Grade: 6 Subject: Social Studies Unit: The Islands of Japan

CONCEPT: The economy of a nation depends upon an intelligent use of resources.

Objective: The child will be able to identify the ways Japan uses it's natural resources wisely.

Learning Activities:

1. Make a mural showing the way rice is grown in Japan. Stress the terracing of land and the use of fertilizers.
2. Let the children make a transparency showing the steps in the pearl industry in Japan.
3. List the uses the Japanese make of bamboo.
4. Raise silk worms, feed them mulberry leaves. Raise them until they make a cocoon. Pull the thread from the cocoon and use it to sew some small thing.

EVALUATION ACTIVITIES:

1. Divide the children into groups. Each group is to make a mural showing use of natural resources in the pearl industry, fishing silk, and rice industries.
2. List three ways Japan uses it's natural resources.

Materials and Resources:

Grade: 6 Subject: Social Studies Unit: City and Village in India

CONCEPT: Jobs in undeveloped countries are becoming more complex.

Objective: The child can describe one work area in India which has become more complex.

Learning Activities:

1. Make a mural showing the jobs which are available in India today and the jobs which are becoming available to the people.
2. Make a poster showing one job in India that the child would like to do.

EVALUATION ACTIVITIES:

1. Build a chart showing work in areas in India which have changed from simple to complex.

Materials and Resources:

Grade: 6 Subject: Social Studies

Transparencies on any country could be made, using the following suggestions on Latin America.

Outline Map
Outline Map/Political Divisions
Political Divisions
Political Division Names
Major Rivers
Land Mass Reverse
Land Mass Solid
Population Distribution
Topographic
Capital Cities
South America Outline Map/Political Divisions
Area Comparisons
Major Regions
Climatic and Vegetation Zones
Temperature
Rainfall

Natural Resources
Agricultural Resources
Land Reform (Tenure) Peru
Transportation
Panama Canal
New Canal Sites
Gross National Income
Per Capita Income
Foreign Trade
Exports
Economic Integration
Inflation
U.S. Foreign Aid
Alliance for Progress: Goals
Alliance for Progress: Cost

Population Density
Population Growth
Population Growth -World Comparisons
Population Growth Problems
Urbanization
Race
Language
Literacy
Infant Mortality
Infant Mortality - World Comparisons
Life Expectancy
Persons Per Physician
Persons Per Physician - World Comparisons
Political - December 69
Communism

The Ancient Americans
The Mayas
Mayan Number System
The Aztecs
The Incas
Slave Trade
The Negro
Colonial Administration
Independence: South America
Independence: Middle America
Latin America - 1830
Wars and Boundary Disputes
The Mexican War
United States - Latin American Relations
U.S. Intervention in Latin America

Man Uses His World
The Earth
Ways of Looking at the World
Mountains, Hills, Plateaus, and Plains
Controls of Climates
Railroads of North and South America
Latitude and Climate - North and South America
Rainfall and Land Forms of Mexico
Mexico: Economic Regions and Population
Natural Vegetation in Middle America
Land Use and Population of Central America
Rainfall and Land Forms of Central America
South America
Indicators of Economic Development
Correlation of Illiteracy with Gross National Product and Life Expectancy

Grade: 5 - 6 Subject: Health Unit: Values

I. CONCEPT: To develop one's values in regard to work and environment.

Objective: Given a discussion of value formation the child will be able to list at least two ways in which his values differ from those of his family and/or peer group. Given his own description of the environment in which he lives the child will be able to list at least two ways in which his values are influenced by his environment. Given conflicting values the child will be able to cite his own value system and explain how it differs from that of others.

Learning Activities:

1. Locate and discuss information concerning two or three "successful" people. Compare and contrast their individual choices of work.
2. Identify the work environments which coincide with one's expressed work values.
3. Present a short verbal presentation which provides the reasons for one's work values.
4. Visit one or two places of employment which coincide or conflict with the expressed values of individuals.
5. Following the visit have a discussion of whether the places visited would appeal to the students' work values. If so, why? If not, why?

Evaluation Activities:

1. Give family shield to children and have them fill out each block for themselves.
2. Discuss how they arrived at these answers and how they conflict or agree with their family, community or society.
3. Have each child list occupations which would be congruent with his shield.

Materials and Resources:

Mimeographed sheet of family shield.

2 things I would die for	2 things I respect most
3 life-time goals	3 reasons for living
2 problems I would like to solve	3 words most liked to be remembered by

Grade: 5 - 6 Subject: Health Unit: Values

I. CONCEPT: To affirm one's work values.

Objective: Given a choice of possibilities the child will be able to list at least three which are congruent with his stated values. Given a list of various types of work the child will be able to divide the types of work into categories indicating those which interest him or fail to interest him. Given a class discussion on work values the child will be able to cite, in written form, at least three differing values expressed by class members.

Learning Activities:

1. Discuss within classroom setting, one's value system regarding work.

2. Discuss possible means of surviving without working. What type of work value does this indicate?

3. Offer to help parents or neighbors with tasks around the home.

4. Choose a work task, set up steps to complete it and do it. May want to have another student do the same task, set up his steps and complete the task. Then compare different ways in which the two went about the work. Discuss how method chosen is related to work values.

Evaluation Activities:

1. Assign each student in the class the same work task to be done at home.

2. Ask the students to write a step-by-step account of his task from beginning through clean-up.

3. Have all the students bring the product to school on the same day. Display the product while reading the steps taken to complete it and clean-up.

4. Compare and contrast steps taken by each student. Discuss why differences may occur, and attempt to determine if students can explain what values caused them to do as they did.

Materials and Resources:

Art paper, and/or construction materials

Grade: 5 - 6 Subject: Art Unit: Occupational Clusters

I. CONCEPT: To develop an awareness that there are different careers within major work fields.

Objective: Given a list of major work fields, the child will be able to designate and describe a minimum of five careers which are a part of three major work fields.

Learning Activities:

1. Cut out pictures and write about careers in major work fields.
2. Show the difference between an accountant, clerk bookkeeper and secretary by writing about the different places in which they work. Simulate a T.V. program with a topic, "Name of the Job Is". Know which jobs are related to math or science, etc.
3. Play a game called "Name that Job". Use two teams of equal size and have each team show different jobs to the other team for them to identify.
4. Role-play a T.V. weatherman giving his weather report.
5. Take pictures of workers and their job.
6. Plan and take a trip to a local industry.
7. Make mobiles showing different kinds of work in major work fields. Use names of workers, tools used or pictures of workers as parts.

Evaluation Activities:

1. Have the children divide into groups of three.
2. Show them how mobiles are made and discuss what makes a good mobile.
3. Have each group choose a major work field, and make it's own unique mobile showing at least 7 - 10 careers within that work field.
4. Have the mobiles judged by someone outside the class.

Materials and Resources:

Dictionary, pictures, magazines, art materials, wire, string.

Grade: 5 - 6 Subject: Math - Social Studies Unit: Environment

I. CONCEPT: To develop an appreciation that through work people meet their needs. Food, shelter, clothing, psychological needs - safety.

Objective:

A. The child will be able to identify ways in which needs would be met differently on an income of, e.g., $5,000. per year as compared to $20,000.

B. The child will be able to describe what he must be able to do to restore himself to his previous status.

C. The child will be able to indicate several reasons why some people choose to work.

Learning Activities:

1. Discuss the basic needs of all people. List these needs on the board. Decide what would be sent in a CARE package to people in a disaster or poverty area.

2. Choose clothing needed to begin the school year given $100. in play money and a catalogue or newspaper.

3. Make a loaf of bread in class after discussing the materials needed and steps involved in the process. Involve all students in this task or a similar task to produce a basic need.

4. Plan and carry out a debate on the topic "To Work or Not to Work".

Evaluation Activities:

1. This lesson should be preceded by some classwork on basic needs. To set up the classroom, before the children arrive, push all of the desks to the back leaving the front free for the pool. Have the pictures or what you use ready to go but covered until you begin. Turn out the lights and have the children close their eyes. State: "Your class has just mysteriously transported to an uninhabited area. As you open your eyes, you will see your new surroundings. Your mission: should you choose to accept it, is to survive. The only objects you have are the pool half-filled with dirt and what you see in the pictures.

2. At this point tell the class that it is on its own for establishing ways and means of staying alive and providing for its needs. Remind your students that they have only the dirt and whatever objects they see in the pictures to work with. (Make sure the pictures provide enough variety with which to produce the basic needs).

Materials and Resources:

Slides, pictures or filmstrips of an uninhabited area, (oasis in the desert, forest, island, jungle), small swimming pool half filled with dirt, several sticks for writing in the dirt.

Grade: 5 - 6 Subject: Math-Social Studies Unit: Environment

Evaluation Activities:

Continued:

3. Discuss the process they have gone through and evaluate their success at survival. Reflect feelings they experienced and problems they encountered.

4. Follow with a discussion of basic needs and the manner in which they meet them in their everyday life.

5. An additional step to this lesson would be to see how many of the objects from the uninhabited area were available locally. If sufficient number is available, the children could attempt to make some of the items they determined would be necessary to fulfill their basic needs.

Grade: 5 - 6 Subject: Social Studies

I. CONCEPT: To develop an appreciation that work is man's way of creating, preserving, changing and/or rebuilding his environment.

Objective: The child will be able to state in written form ways of creating, preserving, changing and/or rebuilding those two environments. The child will be able to apply his work skills to rebuilding some aspect of his environment.

Learning Activities:

1. View a movie about the life and work of a famous inventor such as Thomas Edison. Discuss the movie in class to discover why his inventions brought change. Have books about Edison available for interested class members to further their study.
2. List how work has brought about changes in man's environment.
3. Read about people who have performed acts that have preserved aspects of their environment.
4. Discuss several simple inventions such as the telegraph, have interested students make working models of the inventions or have students design their own models.
5. Observe environments and discuss work being done to create, preserve, change or rebuild them. Discuss work that could be done and talk about ideas and means to change.
6. Visit a museum, viewing scope of technological advances.
7. Work on a project in his community that will rebuild some aspect of his environment (e.g. beautification project).

Evaluation Activities:

1. Show film or filmstrip illustrating the pollution problems in our society.
2. Discuss with children ways in which man could work to rebuild a more pleasing environment.
3. Plan a trip to a local polluted area. Have the children decide time, date, tools needed, etc.
4. Have the children work to clean the area. (could be one half day or Saturday.)
5. Discuss with the children what effects they believe their project accomplished.

Materials and Resources:

Grade: 5 - 6 Subject: Social Studies Unit Volunteer & Personal Wants

I. CONCEPT: To develop an appreciation that work is a way of fulfilling personal wants.

Objective:

A. 1. Given the socio-economic status ranking of various occupations and their accompanying salary ranges, the child will be able to: a. rank the work according to possible monetary gain; b. list those luxuries many families may be able to afford today; c. classify work according to its level of intrinsic gain.

B. 1. Given the statement, "I need $__ each month to live", the child will be able to indicate several possible differences in life style.

Learning Activities:

1. Make a list of luxuries in the home which could be eliminated if necessary. Discuss the reasons why people have luxuries.

2. Interview and tape representatives of occupations to determine monetary and intrinsic gain.

3. Discuss with the class the different reasons why people work.

4. Role-play people in different occupations. Discuss the rewards each occupation provides.

5. Visit different work settings to determine monetary and intrinsic gain.

Evaluation Activities:

1. Discuss what volunteer work is. How is it related or unrelated to "jobs" (i.e. responsibilies, money, satisfaction, etc.)

2. List on the blackboard as many types of volunteer work as possible. Have class choose one type to study in detail, such as hospital volunteers.

3. Arrange to visit a hospital. Have each child or group of children interview a volunteer. Have them ask questions about why he does volunteer work; what are the qualifications, etc.

4. Have each child present his findings to the class and summarize how volunteer work fulfills needs of satisfaction, love, helping others, etc.

Materials and Resources:

Blackboard, chalk

Grade: 5 - 6 Subject: Social Studies Unit: Interaction & Interdependence of Workers

I. CONCEPT: To develop an appreciation of the interaction and interdependence among individuals at work in their environments.

Objective: Given (1) two specific related "jobs", the child will be able to cite the ways in which the "jobs" are related; (2) a list from which to choose, the child will be able to select the various "jobs" that he depends on for food, clothing, shelter, recreation, etc.; (3) a completed group project, the child will be able to list the tasks he undertook and state whether he assigned them to himself or another assigned them to him.

Learning Activities:

1. Discuss all the different "jobs" and workers involved in building a school or apartment house. Discuss how each job and worker depends on others.

2. Write a skit about a project that requires many different tasks for completion. Have each child represent a "task" and tell how he is related to the other tasks.

3. Visit a factory or large office building. Have the child observe the different "jobs" required the final product.

Evaluation Activities:

1. As the discussion progresses, list or draw the types of work required to complete the building.

2. Next discuss how all the workers must depend upon each other so that they can carry out their own tasks.

Materials and Resources:

Cardboard, cellophane, popsicle sticks, glue, construction paper, paint, and brushes.

Grade: 5 - 6 Subject: Social Studies Unit: Creation of Society

I. CONCEPT: To develop an appreciation that work is a way of fulfilling environmental wants.

Objective: The child will be able to: 1. indicate several ways in which environmental wants can be fulfilled; 2. compare ways in which feelings might differ if he had to earn the money needed to participate or if his parents were paying for it; 3. utilize the income in securing one or more of the listed environmental wants.

Learning Activities:

1. Discuss environmental wants - beauty, recreation, comforts, and space.
2. Discuss healthy work attitudes which will best meet the environmental wants.
3. Invite a speaker from the unemployment bureau to discuss work and rewards from work.
4. Role-play a family in which their work attitudes do not fulfill their environmental wants and a family in which they do fulfill their environmental wants.
5. View a business establishment in the community and interview workers to ascertain their reasons for working and the environmental wants which their work meets.
6. Discuss the idea of whether enjoyment of beauty, recreation, comforts, and space is affected by whether one is required to pay for them.

Materials and Resources:

Books on primitive societies, tape recorder

Evaluation Activities:

1. Discuss what would happen if our society, as we know it, was destroyed. Have children begin to talk about how they would rebuild it.
2. Have the children read about primitive man and the jobs he created to better his situation.
3. Have the children list environmental wants in priority (beauty, recreation) with regard to which ones are necessary for him as an individual and which ones are desirable but not mandatory.
4. Discuss and tape which jobs in their new society will fulfill their environmental wants.
5. Discuss and tape discussion of present day jobs which accomplish these wants.
6. Play both tapes and have children compare ideas.

Grade: 5 - 6 Subject: Social Studies Unit: Geography: small group work

I. CONCEPT: To develop an appreciation of work in the peer group.

Objective: Given (a.) a leadership task, the child will be able to choose members and delegate responsibility to complete the assignment; (b.) a leadership task, the child will be able to adjust the plan if someone does not perform his duty; (c.) a discussion following a group task, the child will be able to verbalize his feelings concerning the cohesiveness or a lack of cohesiveness within the group and the effect of same on the project.

Learning Activities:

1. Keep a study log of group activities for one week. Note the reasons why problems arose or why things went smoothly.
2. Discuss working together as a group and the problems and rewards.
3. Plan a bulletin board for the week with a small group peers.
4. Discuss leadership within a small group.
5. Role-play a situation in which one does not complete or adequately perform his job.
6. Have students discuss possible problems and people involved before role playing.
7. Observe another small group in the classroom. Note reasons for co-operation or problems within the group. Suggest to the group how to improve group relations and work. Then have the other group observe your work group and make suggestions.

Evaluation Actvities:

1. Following a discussion about how people work in a group to accomplish a task, plan a unit in Geography about one country.
2. Have class divide into several groups. Have each group select a particular area of knowledge about that country which it would like to study. Areas of study might be education, transportation, physical characteristics, industry, etc.
3. Have a class discussion after each work period about problems that each group might have in trying to work together. Share information about how one group solved that particular problem.
4. Have children present results of their group work period.

Materials and Resources:

Library Materials and Art Materials

Grade: 5 - 6 Subject: Social Studies Unit: Appreciation of Workers

I. CONCEPT: To develop an appreciation of one's environment and an awareness of ways the worker serves the world.

Objective: A. The child will be able to list the steps through which one product goes from it's origin to delivery to the final location. B. Given a list of several types of work, the child will be able to indicate ways in which the work is related to world needs. C. Given a community need the child will be able to apply himself to tasks that will make his environment better.

Learning Activities:

1. Interview workers to find out how they feel they serve the world.
2. Discuss the ways workers serve the world.
3. Role-playing the life of a famous person who served or serves the world.
4. Perform as a class a job which will serve the community, (e.g., planting trees, cleaning up a vacant lot, etc.). Discuss other contributions a class can make to the community as individuals or groups.
5. Research the background required for a person in a national position (senator, judge, etc.). Identify ways in which the person serves the world.

Evaluation Activities:

1. Identify various prominent national positions. (Senator, Vice-President, etc.). Determine through questions and discussions, what the students already know regarding background or requirements for these positions.
2. Operating from the base which the students already have, divide the class into groups and have each group select one position in which to do research.
3. Utilizing various sources (encyclopedias, etc.) have the students compile as acurate a description as possible of the requirements for the position assigned.
4. If possible, have the students secure photographs of men and women serving in these roles. Present orally, information collected, allowing the students to ask questions. After the materials have been shared, utilize them for a class or school display.

Materials and Resources:

Stationery, stamps, art materials,

Grade: 5 - 6 Subject: Social Studies Unit: Transportation - past, present, future.

I. CONCEPT: To develop an appreciation of the importance of all "jobs" or "occupations"

Objective: Given a list of (a.) occupations, the child will be able to tell why each is important; (b.) jobs performed within his city, the child will be able to provide a minimum of three reasons for the existence of the job; (c.) jobs which exist in his community, the child will be able to designate, verbally, or in written form, the "jobs" which currently affect him the most as compared to those which influence someone else.

Learning Activities:

1. Cut out pictures performing "jobs" and write about the importance of each.
2. Arrange a hall display relevant to the importance of all jobs.
3. Take pictures of people working in the community. Show them to the class or put them on the bulletin board.
4. Plan a trip to a local industry.
5. Carry out a class unit on an area such as transportation/communication and discuss the roles of workers in the industry.

Evaluation Activities:

1. Divide class into committees for specific type of transportation.
2. Committees develop their form of transportation and report as to past, present and future status.
3. If possible, visit areas of transportation, such as airport, railroad station, or railroad museum to interview worker.
4. Role-play in committees a form of transportation in the future.

Materials and Resources:

References, especially from areas of transportation.

Grade: 5 - 6 Subject: Social Studies Unit: Work in Alaska

I. CONCEPT: To develop an awareness of the variety of work in Alaska.

Objective: A. The child will be able to research and list at least fifty kinds of work in Alaska.
B. The child will be able to denote "jobs" or work that is significant to Alaska.

Learning Activities:

1. Cut pictures from magazines depicting work in Alaska and write stories about the work.
2. Develop a book of poems about "jobs". Include Include in the poems the work unique to Alaska and its results. Present the book to a lower class grade.
3. Develop lists of workers in Alaska according to job families. Make a job tree using branches for job families and leaves for jobs.
4. Set up a school-wide employment service with students assuming all tasks involved in the operation. Have students apply for jobs based on their interests and aptitudes.
5. Play, "Name that Job".
6. Using pictures of "jobs" found or taken from magazines found in Alaska and the state map, develop a bulletin board. Use yarn to stretch from the location of the work to the picture representing the work.
7. Locate and visit some place of work in the community that is not duplicated any place in the state. Take pictures of the visit and share them with another class.
8. Organize and present to parents, an "Alaska World of Work" fair.

Evaluation Activities:

1. Complile a list of "jobs that are particular to the State of Alaska. Use the state map, etc.
2. Gather pictures of these jobs from magazines, businesses, and information from State of Ak.
3. Make bulletin board using state map as center. Place the pictures gathered on the fringe and stretch yarn from the picture to the place in Alaska where this "job" is mainly done.

Materials and Resources:

Bulletin board, Art supplies, Yarn, Alaska map

Grade: 5 - 6 Subject: Social Studies Unit: Work & Workers unique to our Nation & other Countries being studied.

I. CONCEPT: To develop an awareness of the variety of work in the nation and world.

Objective: A. The child will be able to give a talk about one worker found in the nation and not in his state and one worker found in the world and not in his nation. B. The child will be able to choose and describe at least five "jobs" which were not in existence ____years ago and provide a reason for their origin.

Learning Activities:

1. List the occupations involved in making a cake, a suit of clothing and a television program.
2. Make lists of and draw pictures about jobs which no longer exist.
3. Role-play a variety of workers in the nation and world.
4. Plan and produce a travel program. For each country, have work common only to that country as well as work similar to that of other countries.Make costumes and tools needed. Make wall murals including map of country and some of above.
5. Take a field trip to some place of work unique to the community or local area.
6. Organize a "World of Work" fair to be given for parents.
7. Build radios, inter-coms, alarm systems, etc., from kits.

Evaluation Activities:

1.Write letters to embassy/chamber of commerce for information.

2.Unit study: Discuss in class areas of work. Compile lists of similar occupations. Compile different and unique occupations. Develop Bulletin board showing unique occupations.

3. Compare another section of the world with unit studies as Japan and California and West Coast of United States.

Materials and Resources:

Reference letters from embassies/ chamber of commerce

Grade: 5 - 6 Subject: Social Studies Unit: Management & Labor

I. CONCEPT: To develop an understanding of the reciprocal rights of management and labor.

Objective: The child will be able to list five characteristics of a good follower. Given a newspaper account of a conflict the child will be able to list causes and results from the views of management and labor. Given a group situation the child will be able to operate as a leader within the classroom. Given a role as a committee member the child will be able to operate as a follower within the classroom.

Learning Activities:

1. Research local and constitutional labor laws and relate the reasons for adoption.
2. Bring a daily newspaper to class for a period of one week. Post all articles which pertain to the government's role in labor issues.
3. Research newspapers and follow the entire history of a strike.
4. Invite a union leader to class to tell the point of view of the rights of the workers.
5. Invite a labor relations representative from management to tell the point of view of the rights of management.
6. Discuss the roles of all concerned in the making decisions on the policy in the school.

Evaluation Activities:

1. After studying about labor and management, have the students research a recent local strike. Have them find the attitudes and opinions of both sides.
2. Have the students divide into groups to prepare to role-play the strike debate style, presenting the factions involved and their respective positions.
3. Run the debate and negotiations. Have the non-participating students listen and decide a la jury style which side should be victorious and in which ways.

Materials and Resources:

Newspaper reports, names of labor leaders, names of management people.

Grade: 5 - 6 Subject: Social Studies Unit: Hobbies

I. CONCEPT: To acquire a knowledge of one's own interest development in relation to work and peers.

Objective: The child will be able to describe to his peers his own interest areas. The child will be able to explain his hobbies to the class.

Learning Activities:

1. Read about hobbies of various people.
2. Take an interest inventory and discuss the results with the teacher.
3. Write a paper based on one's own interest areas.
4. Invite resource person to speak about interests.
5. Make presentation to class based on his hobby.
6. Demonstrate one's actions in a personal interest area or hobby.
7. Visit places related to one's interest.
8. Take family trips related to interests.

Evaluation Activities:

1. Discuss what a hobby is. How do you acquire a hobby? Why do people have hobbies?
2. Have children demonstrate and explain their hobby to the class following along with the areas discussed about hobbies.
3. Have a discussion about how certain jobs fill personal wants. They would be able to get ideas from discussion on hobbies if you relate hobbies to jobs as far as interest, accomplishments, comforts.

Materials and Resources:

Grade: 5 - 6 Subject: Social Studies Unit: Values

I. CONCEPT: To acquire a knowledge of one's values toward work and environment.

Objective: The child will be able to list at least two forces which have influenced his value structure. Given his family's system concerning work, the child will be able to list at least two ways in which his value system differs from and two ways in which his value's resemble theirs. Given a choice of several types of work to perform, the child will be able to make a choice and provide reasons for choosing as he did.

Learning Activities:

1. Read books which focus on development of values.
2. Discuss work values with parents and peers.
3. Develop a short questionaire to determine parents' work values.
4. Engage in class discussion in which peers and/or teacher challenge one's expressed values.
5. Role-play a situation in which as a potential applicant for work, one must explain to the potential employer why he is applying for such work.
6. Role play a worker attempting to "sell" another on his type of work.
7. Visit various work settings and attempt to determine what caused people to choose certain types of work.

Evaluation Activities:

1. Discuss how each individual internalizes certain values toward work and work environments.
2. Discuss forces that may influence attitudes toward work.
3. Divide into groups and have members take turns role playing situations in which one is applying for a job. A potential applicant must explain to the potential employer why he is applying for such work.
4. Have the class discuss the difficulty or ease of defining why they want that particular job, and how this relates to value formation.

Materials and Resources:

Student Evaluation

Directions for administering the pre and post test

This test is to be given as a class activity. It may be read orally by the teacher for the benefit of non-readers, but NO terms are to be defined and NO extra explanation given.

The attitudinal test is to be the last page for all grade level tests. It is to be score tallied separately.

Directions for grading

#1 - 6 It is suggested each teacher grade the first six questions of this test to eliminate value judgements by an outside person and to insure accuracy of individual responses.

#1 is worth one point

#2 - 3 An adequate response indicates the child understands the nature of the parents work. Each is worth one point.

#5 Circle 0 or 1 - no points

two or more circles - 1 point

#3 may be answered for the mother if there is no father in the home.

#4 No response, or "I don't know" - no point

Any response showing she works at home or outside the home is worth one point.

#6 Less than five correct answers - 0 points
Five correct answers - 1 point
More than five correct answers - 2 points

(Possible correct answers outside the usual building personnel include groundskeeper, school supply houses and manufacturers, dairy, school board, film distributors, etc.)

Grade level test keys are given on the following page.

Pre Test and Post Test

Fifth Grade

Name: _____

Date: _____

1. Where does your dad go when he goes to work? _____
2. What does he do when he gets to work? _____
3. Where does your mother go when she goes to work? _____
4. What does she do when she gets there? _____
5. Which of the following skills does he (she) use? (Circle your choices)

    a. reading
    b. writing
    c. spelling
    d. arithmetic
    e. map skills
    f. observation
    g. inferring

6. Name as many jobs as you can that are connected with the school.

Circle your answer, or answers, for each of the following questions.

7. Waht is an occupation?

    a. What someone does for fun
    b. What someone does to be polite
    c. What someone does for a living

8. What is a hobby?

    a. What someone does for fun
    b. What someone does to be polite
    c. What someone does for a living

9. In the automobile industry, there are (many, some, few) jobs.
10. There are (many, some, few) jobs connected with plants and animals.
11. Which of the follcwing jobs are connected with producing a newspaper?

    a. newspaper delivery boy
    b. lawyer
    c. pressman
    d. artist
    e. farmer
    f. editor
    g. linotype operator
    h. truck driver

12. Which of the following jobs are connected with the forest industry?

a. tree faller
b. optometrist
c. road construction engineer
d. smoke jumper
e. janitor
f. map maker
g. head rig operator
h. gardener

13. Suppose a man works swing shift at a mill. What would be some of the effects on his family?

a. Father can attend school programs in the evening.
b. The family can enjoy water-skiing.
c. The family eats dinner together every evening.

Circle the interests or abilities <u>needed</u> for each of the following occupations.

14. Auto mechanic:

a. be able to read
b. is concerned with cleanliness
c. likes to work with hands
d. can understand diagrams
e. enjoys meeting people

15. Cashier:

a. loves the outdoors
b. is a good athlete
c. knows arithmetic
d. is able to remember details
e. enjoys meeting people

16. Lawyer:

a. likes to work with hands
b. must be a good speaker
c. likes to work with people
d. likes to read
e. enjoys outdoor work

Answers:

Fifth Grade

7. c
8. a
9. many
10. many
11. a, c, d, f, g, h
12. a, c, d, f, g
13. a, c
14. a, c, d
15. c, d, e
16. b, c, d

Total possible points #1 - 16 = 33

Sixth Grade

1 - 6 same as 4th and 5th
7. c
8. a
9. a, d, f
10. a, d
11. J
    D
    G
    B
    A
12. Auto mechanic 1, 3, 4

    Cashier 3, 4, 5

    Lawyer 2, 3, 4

Total possible points #1 - 12 = 27

Pre Test and Post Test

Sixth Grade

Name: _____

Date: _____

1. Where does your dad go when he goes to work? _____

2. What does he do when he gets to work? _____

3. Where does your mother go when she goes to work? _____

4. What does she do when she gets there? _____

5. Which of the following skills does he (she) use? (Circle your choices)

   a. reading
   b. writing
   c. spelling
   d. arithmetic
   e. map skills
   f. observation
   g. inferring

6. Name as many jobs as you can that are connected with the school:

Circle your answer, or answers, for each of the following questions.

7. What is an occupation?

   a. What someone does for fun
   b. What someone does to be polite
   c. What someone does for a living

8. What is a hobby?

   a. What someone does for fun
   b. What someone does to be polite
   c. What someone does for a living

9. Circle the following jobs that would be related to making maps.

   a. aerial photographer
   b. farmer
   c. weatherman
   d. ship's captain
   e. truck driver
   f. surveyor
   g. lifeguard
   h. cook

10. Circle two occupations in which the knowledge of <u>latitude</u> and <u>longitude</u> is used.

a. navigator
b. airplane passenger
c. train engineer
d. map maker
e. ship's cook

11. Match one occupation with each of the following zones that is characteristic of that particular zone.

____Tropical Plantation Zone
____Indian Subsistence Zone
____Mestizo Zone
____European Zone
____Zone of Little Change

a. hunter
b. factory worker
c. office worker
d. farmer for his own needs
e. health nurse
f. bulldozer driver
g. cattle ranching
h. merchant
i. telephone operator
j. plantation worker

12. Circle the interests or abilities <u>needed</u> for each of the following occupations.

a. Auto mechanic

1. be able to read
2. is concerned with cleanliness
3. likes to work with hands
4. can understand diagrams
5. enjoys meeting people

b. Cashier

1. loves the outdoors
2. is a good athlete
3. knows arithmetic
4. is able to remember details
5. enjoys meeting people

c. Lawyer:

1. likes to work with hands
2. must be a good speaker
3. likes to work with people
4. likes to read
5. enjoys outdoor work

Work Attitudes

Read each statement and decide if it is important or not important. Put a check mark in the column you choose.

	Important	Not Important
1. Being on time if you work in a factory.		
2. Finishing a job.		
3. Cheerful personality if you are an auto mechanic.		
4. Enjoys leisure time.		
5. Can make changes easily.		
6. Being patient if you work with other people.		
7. Has to have own way.		
8. Feels proud of a job that is well done.		
9. Respects other people.		
10. Is willing to take responsibility.		

JOB DESCRIPTION FORM

Job Title _____

1. Nature of the work

2. Places of employment

3. Training, other qualifications, and advancement

4. Employment outlook

5. Earnings and working conditions

6. Sources of additional information

At Destination:

1. What occupations did you observe?

2. A. Which job interested you the most?

   B. What things made this job interesting to you?

   C. What are some of the tasks required in this job?

3. Which job seemed least interesting to you?

   Why?

NORTH STAR BOROUGH SCHOOL DISTRICT

When you visit our classroom, we are especially interested in learning:

1. Nature of your work
2. Places of employment
3. Training, personal qualifications, and advancement opportunities.
4. Employment outlook
5. Earnings, working conditions, fringe benefits
6. Sources of additional information about your occupation
7. How skills taught in school are applied in your work. For example:

    reading

    writing

    spelling

    arithmetic

    map skills

    observation

    inferring

8. Related occupations

Since we know very little about your occupation at this time, please define any technical terms or occupational words that you use, so that it will be easier for us to follow your talk.

NORTH STAR BOROUGH SCHOOL DISTRICT

When we visit your organization, we are especially interested in learning:

1. Nature of the work
2. Types of occupations within your organization
3. Training, personal qualifications, advancement opportunities for the various occupations
4. Employment outlook
5. Earnings, working conditions, fringe benefits
6. How skills taught in school are applied in the various occupations. For example:

    reading

    writing

    spelling

    arithmetic

    map skills

    observation

    inferring

Please define any technical terms it is necessary for you to use during our visit so that we may better understand what is happening.

PAMPHLETS AVAILABLE TO STUDENTS AND TEACHERS

Hobbies or Avocational Interests

Pamphlet Name	Address
1. Let's Collect Rocks (single copies)	1. Shell Oil Company Public Relations Department Room 4164 50 West 50th Street New York, N. Y. 10020
2. Let's Collect Shells (single copies)	2. Shell Oil Company (Same as above)
3. Model Rocketry: The Answer to the Youth Rocketry Problem	3. National Association of Rocketry 1239 Vermont Avenue N.W. Washington, D.C. 20005
4. New Horizons for Leisure Time	4. Sun Life Assurance Company of Canada One North La Salle Street Chicago, Illinois 60602
5. Standards for U.S. Commemorative Postage Stamps	5. Post Office Department Office of Public Information Washington, D.C. 20260
6. Our Introduction to Scale Model Railroads	6. Kalmbach Publishing Company Sales Promotion Managers 1027 North 7th Street Milwaukee, Wisconsin 53233
7. Write business letters asking for information on the background of the modelmaking industry to: (If none of these acknowledge the students letters, Eugene Toy and Hobby will be glad to furnish additional names and addresses)	7. Revell, Inc. 4223 Glencoe Avenue Venice, California 90291 Western Model Distributors 6480 Flotilla Street Los Angeles, California 90022 Aurora Plastics Corporation 44 Cherry Valley Road West Hempstead, New York 11552 Monogram Models, Inc. 8601 Waukegan Road Morton Grove, Illinois 60053
8. Fascination of Stamp Collecting	8. American Stamp Dealers Asso.Inc. Department H 147 West 42nd Street New York, New York 10036

THANK YOU FORMS FOR GUEST SPEAKER AND FIELD TRIPS

Dear _____:

The Trent _____ grade thanks you for being our guest speaker. We enjoyed learning about your career.

Thank you.

_____
Student's Name

Dear _____:

The _____ grade thanks you for the field trip. We really enjoyed visiting you. We learned many different things.

Thank you.

_____

OBSERVATION RATING SHEET

Sample of a Rating Sheet a child could use for his father's occupation.

1. Name of occupation _____.
2. Worker uses hands Yes _____ No _____ .
3. Worker uses eyes Yes _____ No _____ .
4. Worker works with people Yes _____ No _____ .
5. Worker works with ideas Yes _____ No _____ .
6. Worker works with things Yes _____ No _____ .
7. Worker works outside Yes _____ No _____ .
8. Worker works inside Yes _____ No _____ .
9. Is this work dangerous Yes _____ No _____ .
10. What kinds of tools or equipment does he use?

    _____

    _____

    _____

11. Check the things that are true about this worker in his job:

    a. _____ lifts heavy things

    b. _____ lifts light things

    c. _____ lifts very little

    d. _____ walks a great deal

    e. _____ walks a little

    f. _____ sits most of the time.

12. Does this worker like his job?

    Yes _____ No _____ Doesn't care _____ .

PAMPHLETS AVAILABLE TO TEACHERS ONLY

(Requests on school stationery preferred)

Pamphlet Name	Address
1. The Creative Scientist	1. U.S. Atomic Energy Commission P.O. Box 62 Oakridge, Tennessee 37830
2. Health Careers Leaflets Leaflets in the set are: Hospital Purchasing Agent #1 Supportive Nursing Personnel #2 Hospital Admitting Officer #3 Hospital Engineer #4 Technicians: Electrocardiograph and Electroencephalograph #5	2. American Hospital Association Division of Health Careers 840 North Lake Shore Drive Chicago, Illinois 60611
3. Jobs with the Forest Service, A Up-843	3. U.S. Department of Agriculture Forest Service Washington, D.C. 20250
4. Occupational Guide Index Once this is received, individual occupational Guides may be ordered.	4. California Department of Employment 800 Capitol Mall Sacramento, California
5. Tommy Looks at Farming (cartoon book on many skills needed in farming today) Available in classroom lots. Request must be made on official stationery.	5. The B.F. Goodrich Company Public Relations Department 500 South Main Street Akron, Ohio 44318
6. What is a Pharmacist?	6. The Upjohn Company 7171 Portage Road Kalamazoo, Michigan
7. Your World of Work (intended for those who do not plan to attend college) Available to librarians only.	7. National Farmers Union Education Material Service 1575 Sherman Street Denver, Colorado 80201

PAMPHLETS AVAILABLE TO STUDENTS AND TEACHERS

Hobbies or Avocational Interests

Pamphlet Name	Address
1. Let's Collect Rocks (single copies)	1. Shell Oil Company Public Relations Department Room 4164 50 West 50th Street New York, N. Y. 10020
2. Let's Collect Shells (single copies)	2. Shell Oil Company (Same as above)
3. Model Rocketry: The Answer to the Youth Rocketry Problem	3. National Association of Rocketry 1239 Vermont Avenue N.W. Washington, D.C. 20005
4. New Horizons for Leisure Time	4. Sun Life Assurance Company of Canada One North La Salle Street Chicago, Illinois 60602
5. Standards for U.S. Commemorative Postage Stamps	5. Post Office Department Office of Public Information Washington, D.C. 20260
6. Our Introduction to Scale Model Railroads	6. Kalmbach Publishing Company Sales Promotion Managers 1027 North 7th Street Milwaukee, Wisconsin 53233
7. Write business letters asking for information on the background of the modelmaking industry to: (If none of these acknowledge the students letters, Eugene Toy and Hobby will be glad to furnish additional names and addresses)	7. Revell, Inc. 4223 Glencoe Avenue Venice, California 90291 Western Model Distributors 6480 Flotilla Street Los Angeles, California 90022 Aurora Plastics Corporation 44 Cherry Valley Road West Hempstead, New York 11552 Monogram Models, Inc. 8601 Waukegan Road Morton Grove, Illinois 60053
8. Fascination of Stamp Collecting	8. American Stamp Dealers Asso.Inc. Department H 147 West 42nd Street New York, New York 10036

PAMPHLETS AVAILABLE TO TEACHERS AND STUDENTS

Occupations

Pamphlet Name	Address
1. Because You Like People... Choose a Career in Mental Health (7 careers mentioned)	1. National Asso. for Mental Health (contact local office)
2. Bricklaying As a Vocation	2. Structural Clay Products Institute 1750 Old Meadow Road McLean, Virginia 22101
3. Careers in Statistics	3. American Statistical Asso. 806 - 15th Street N.W. #640 Washington, D.C. 20005
4. Gemology As a Career (available in classroom quantities)	4. Gemological Institute of America Registrar's Office 11940 San Vicente Blvd. Los Angeles, California 90049
5. Medical Record Librarian - Key Member of the Medical Term	5. American Medical Record Asso. 211 East Chicago Street Chicago, Illinois 60611
6. Archaeology as a Career (single copies free; additional copies 10¢ each)	6. Archaeological Institute of America 100 Washington Square East New York, New York 10003
7. The Big Story (on journalism) (Single copies free; additional copies 10¢ each)	7. Professional Journalistic Societ Sigma Delta Chi Room 852 35 East Wacker Drive Chicago, Illinois 60601
8. Careers in Consumer Finance (available in classroom quanities)	8. National Consumer Finance Asso. 1000 16th Street N.W. Washington, D.C. 20036
9. Careers in Petroleum Engineering	9. Society of Petroleum Engineers 6200 N. Central Expwy./of AIME Dallas, Texas 75206
10. The Challenge of Real Estate	10. National Asso. of Real Estate Dep't. of Public Relations./Boa 1300 Connecticut Avenue N.W. Washington, D.C. 20036
11. Dental Assisting - A Career of Action (Available in classroom quantities)	11. American Dental Assistants Asso Suite 1230 211 East Chicago Avenue Chicago, Illinois 60611

Occupation pamphlets continued:

12.	Excitement, Travel, Careers as an Overseas Secretary (single copies)	12. United Business Schools Asso. 1101 Seventeenth Street N.W. Washington, D.C. 20036
13.	Four Futures (nursing, dietetics, physical Therapy, occupational therapy)	13. U.S. Department of Defense Advisory Committee on Women in the Services Washington, D.C. 20301
14.	Horticulture - A Challenging Career (up to 25 copies)	14. American Society for Horticultural Science P.O. Box 109 St. Joseph, Michigan 49085
15.	Information Concerning Geophysics (limit of 5 copies)	15. American Geophysical Union 2100 Pennsylvania Ave. N.W. Washington, D.C. 20037
16.	Oil in the Market Place (available in classroom quantity)	16. American Oil Company 910 South Michigan Avenue Chicago, Illinois 60680
17.	Opportunities in the Welding Industry (Available in Classroom quantity)	17. American Welding Society, Inc. Director, Information & Engineering United Engineering Center 345 E. 47th Street New York, New York 10017
18.	Penetrating New Frontiers with Mineral Engineers, Geologists, Mining Engineers and ~~Metallurgists~~	18. Society of Mining Engineers of AIME 345 East 47th Street New York, New York 10017
19.	Photography as a Career	19. Professional Photographers of America 1090 Executive Way, Oak Leaf Commons Des Plaines, Illinois 60018
20.	Planning a Career in Electronics	20. Electronics Industries Asso. 2001 Eye Street N.W. Washington, D.C. 20006
21.	Satisfaction Guaranteed (on whether work is satisfying or drudgery)	21. Connecticut Mutual Life Ins. Co. Human Relations Program 140 Garden Street Hartford, Connecticut 06115
22.	Special Librarianship: Information at Work (1 - 50 copies free)	22. Special Libraries Association 235 Park Avenue South New York, New York 10003

Occupation pamphlets continued:

23.	What is a Medical Technologist? (available in classroom lots)	23. The Upjohn Company 7171 Portage Road Kalamazoo, Michigan
24.	What It Takes to Be a Secretary and Your Career as a Secretary (single copies of both)	24. United Business Schools Asso. 1101 Seventeenth Street N.W. Washington, D.C. 20036
25.	Why Stay in School? (available in large quantities)	25. Sun Life Assurance Co. of Canada One North LaSalle Street Chicago, Illinois 60602
26.	Your Career as A Chemist (limit 5 copies) (advanced reading level)	26. Chemical Institute of Canada Burnside Building 151 Slater Street Ottowa, Ontario, Canada
27.	Your Career As an Aero/Space Engineer (limit of 50 copies)	27. American Institute of Aeronautics and Astronautics 1290 Avenue of the Americas New York, New York 10019
28.	Your Career in Optics	28. Optical Society of America 2100 Pennsylvania Avenue N.W. Washington, D.C. 20037
29.	Your Career in Textiles (one copy free)	29. American Textile Manufacturers Institute, Inc. 1501 Johnston Building Charlotte, North Carolina 28202
30.	Secretarial Career Kit	30. National Secretaries Asso. (International) 1103 Grand Avenue, Suite 410 Kansas City, Missouri 54106
31	Music Therapy As a Career	31. National Association for Music Therapy, Inc. P.O. Box 610 Lawrence, Kansas 66044
32.	Your Career in the Hotel/Motel Industry	32. American Hotel and Motel Asso. Educational Institute 221 West 57th Street New York, New York 11019
33.	Career Oportunities with the Airlines	33. Air Transport Asso. of America 1000 Connecticut Ave. N.W. Washington, D.C. 20006

Occupation pamphlets continued:

34.	We've Got the Training You Want (Men) and A New Life, A New World (Women)	34. Army Opportunities Hampton, Virginia 23369
35.	U.S. Coast Guard Academy-pamphlet CG-147: U.S. Coast Guard Catalogue of Courses	35. Director of Admissions U.S. Coast Guard Academy New London, Connecticut
36.	Something Special. The Navy Life	36. Bureau of Naval Personnel (B61) Department of the Navy Washington, D.C. 20370
37.	Career in Auto Mechanics	37. Automotive Service Industry Asso 230 North Michigan Avenue Chicago, Illinois 60601
38.	Career in Banking	38. American Bankers Association Personnel Administration and Management Committee 1120 Connecticut Ave. N.W. Washington, D.C. 20036
39.	Career in Beauty Culture	39. National Hairdressers and Cosmetologists Association 3510 Olive Street St. Louis, Missouri 63103
40.	Building Trade Occupations for a Career	40. American Federation of Labor and Congress of Industrial Organizations Building and Construction Trade Department 815 16th Street N.W. Washington, D.C. 20006
41.	There's an Action Career Ahead in Dental Health	41. American Dental Assistants Asso. Suite 1230, 211 E. Chicago Ave. Chicago, Illinois 60611
42.	Interior Decorator as a Career	42. National Society of Interior Designers, Inc. 315 East 62nd Street New York, New York 10021
43.	Career as a Commercial Artist	43. National Art Education Asso. National Education Association 1201 16th Street N.W. Washington, D.C. 20036
44.	Dietetics as a Profession	44. American Dietetic Association 620 North Michigan Avenue Chicago, Illinois 60611

Occupation pamphlets continued:

45.	Career in Drafting	45. American Institute for Design and Drafting P.O. Box 2955 Tulsa, Oklahoma 74101
46.	Futures Unlimited: The Electronics Service Technician	46. Electronic Industries Asso. 2001 Eye Street N.W. Washington, D.C. 20006
47.	Eggineering Technology What's it like to be an Engineer? What's it like to be a Technician?	47. General Electric Company Educational Communications 570 Lexington Avenue New Yorк, New York 10022
48.	Your Future in Air-Conditioning, Heating, and Refrigeration Engineering	48. American Society of Heating, Refrigeration, and Air-Conditioning Engineers, Inc. United Engineering Center 345 East 47th Street New York, New York 10017
49.	Today's Hospital - Career Center for America's Youth #3755	49. American Hospital Association 840 North Lake Shore Drive Chicago, Illinois 60611
50.	Directory of Hotel and Restaurant Schools (25¢) List of Scholarships in Hotel and Restaurant Schools (25¢)	50. Council on Hotel, Restaurant, and Institutional Education 1522 K Street N.W. Washington, D.C. 20005
51.	Dial a Fun Future: Career Opportunities in the Lodging Industry	51. Educational Institute American Hotel and Motel Asso. 888 Seventh Avenue New York, New York 10019
52.	Career in Insurance	52. Insurance Information Institute 110 William Street New York, New York 10038
53.	Careers in Law Enforcement	53. International Asso. of Chiefs of Police 11 Firstfield Road Gaithersburg, Maryland 20760
54.	Are you Dreaming of a Career in Medical Technology?	54. American Society of Medical Technologists Suite 1600 Hermann Professional Building Houston, Texas 77025

Occupation pamphlets continued:

55.	Fact Sheet on Careers in the Medical Laboratory Medical Laboratory Career with a Future	55. Registry of Medical Technologist ASCP 710 South Wolcott Avenue Chicago, Illinois 60612
56.	Careers in X-Ray Technology	56. American Society of Radiologic Technologists 645 North Michigan Avenue Chicago, Illinois 60611
57.	The Right Career for You	57. American Asso. of Medical Ass't 200 East Ohio Street Chicago, Illinois 60611
58.	Horizons Unlimited	58. American Medical Association 533 North Dearborn Street Chicago, Illinois 60610
59.	Do you Want to Be a Nurse? (35¢) Let's Be Practical about a Nursing Career (approved schools of Practical Nursing) (35¢) Scholarships and Loans for Professional and Practical Nursing (5¢)	59. Committee on Careers American Nurses' Association 10 Columbus Circle New York, New York 10019
60.	Programing and Computer Operations	60. Asso. for Computing Machinery 1133 Avenue of the Americas New York, New York 10036
61.	Photography-Focus on Your Future	61. Professional Photographers of America, Inc. 1090 Executive Way Des Plaines, Illinois 60018
62.	Your Future in Plumbing and Heating	62. National Asso. of Plumbing, Heating, Cooling Contractors 1016 20th Street N.W. Washington, D.C. 20036
63.	Career in Printing	63. Printing Industries of America, Inc. 1730 North Lynn Street Arlington, Virginia 22209
64.	The Future Is Yours Recreation Leadership with the Ill and Handicapped	64. National Recreation and Park, Association 1700 Pennsylvania Avenue Washington, D.C. 20006

Occupation pamphlets continued:

65.	Certified Occupational Therapy Assistants Occupational Therapy Handbook College and Universities Offering Courses in OT	65. American Occupational Therapy Association 251 Park Avenue South New York, New York 10010
66.	List of Approved Schools of Physical Therapy EG-r3 Your Future and Physical Therapy	66. American Physical Therapy Asso. 1156 15th Street N.W. Washington, D.C. 20005
67.	A Career in Retailing	67. The National Retail Merchants Association 100 West 31st Street New York, New York 10001
68.	Your Future with Salesmanship	68. Sales and Marketing Executive International Student Education Division 630 Third Avenue New York, New York 10017
69.	Your Career as a Secretary What it Takes to be a Secretary Your Career as a Legal Secretary Your Career as a Medical Secretary	69. United Business Schools Asso. 1730 M Street N.W. Washington, D.C. 20036
70.	For secretarial jobs in the Government	70. U.S. Department of State Division of Employment Washington, D.C. 20520
71.	A Career in Social Work	71. National Asso. of Social Workers 2 Park Avenue New York, New York 10016
72.	Telephone Industry Occupations	72. Communication Workers of America 1925 K Street N.W. Washington, D.C. 20006
73.	Career with Television	73. National Alliance of Television Associations 5908 South Troy Street Chicago, Illinois 60629
74.	Your Future in the Trucking Association	74. American Trucking Association 1616 P Street N.W. Washington, D.C. 20036

3-4-5-6

GUIDELINES FOR SPEAKING: CAREERS AWARENESS

We appreciate your willingness to assist us in our Career Education Program. Please accept these guidelines solely as they are intended; an aid to you in selecting material for your presentation. We hope you will feel free to add to, modify, or vary from them at your own convenience.

1. Description of job itself:

   What does your job involve? What are some of the most interesting aspects of the job? How does it relate to other types of work? (Inter-action between departments, or agencies, or related companies, or transportation methods, etc.)

2. Requirements:

   Personal interests (What led you to this particular work) - Aptitudes (Are any particular aptitudes necessary or advisable?) - Attitudes (i.e. patience, love of detail, punctuality, aggressiveness, or perhaps lack of aggressiveness, etc.?) - Education and/or special training required - Helpful background experience.

3. Benefits, both practical and esthetic:

   Is it highly remunerative work, or (as with government work for example) has it lower monetary potential but great job security and benefits? - What are the geographic possibilities? - Are there gratifying experiences with people?

4. Goal selection:

   Was this your original goal in life, or has an interesting chain of circumstances changed your direction?

5. Visual Aids:

   Slides, samples of a product, "touch and see" things - these are always interesting to children.

6. Time for "Kid Questions"

   Since the teacher will have had discussions prior to your visit, the children may be prepared with questions.

7. ~~Printed Material~~:

   This is ~~always~~ appreciated, if your company has such a thing available. If not enough for a class, ~~then~~ a brochure for our files ~~is~~ helpful.

Note: ~~Since you will be~~ speaking to elementary-age children, with 12 the maximum age, simplification to understandable terms is advised.

GUEST SPEAKER EVALUATION WORKSHEET

1. Did the speaker use words that you could understand? _____

2. Did he make his subject interesting? _____

3. List some things you learned from his visit. _____

4. What would you have him do differently? _____

5. Would you want a speaker like him to talk to you about something of interest to you?

LETTER TO PARENTS

Dear Parents:

This year our class will be studying careers awareness in correlation with subject matter areas. One major emphasis will be on a study of workers in the community.

A child should be shown from the beginning of his school years that what he is learning in school will be useful to him as he prepares for adulthood. We feel that this can be accomplished by introducing the students to workers in our community who can tell them how school helped them with their jobs.

If you would like to participate, please fill out the following questionnaire and send it back with you child.

Thank you.

---

1. What is your job?

2. Would you be willing to talk to our class about your job at some time during the year? Yes _____ No _____

   Could you come during school hours (Monday through Friday, 8:40 a.m. - 3:00 p.m.)? Yes _____ No _____

   Could you bring with you any uniform, tools, or equipment you use? Yes _____ No _____

3. If you cannot visit the classroom, would you be willing to fill out a job interview form that can be read to the class? Yes _____ No _____

4. Do you have a hobby, a collection, or talent that you would like to share with the class? Yes _____ No _____

   If yes, please specify. _____

FIELD TRIP INFORMATION WORKSHEET

Destination of field trip _____

_____

List five things you are to look for and learn through this field trip.

1. _____
2. _____
3. _____
4. _____
5. _____

What occupations did you observe during the field trip?

_____

_____

_____

_____

List anything you learned about any of the occupations listed above as a result of the field trip.

_____

_____

_____

_____

Do you think the field trip helped you to learn more about occupations? _____

_____

Would you like to go on a similar field trip? _____

ACTIVITIES

MINI EVENTS FOR THE CLASSROOM TEACHER

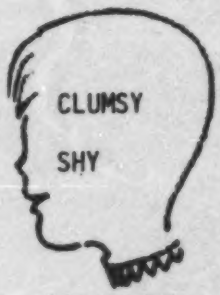
Dr. Michael C. Giammatteo

The Silhouette Game

I. Using a filmstrip projector, make three silhouettes of each child on large sheets of construction paper.

a. Make several "anonymous" silhouettes, (not of any child in class, for later use in small groups).

b. Using a supply of "trait cards", which depending on the grade level, you have either supplied or they have made for themselves). Each child tapes on the first silhouette, those traits which he feels best describes him.



HOW I SEE MYSELF

c. On the second silhouette, he tapes all those traits he thinks his friends would use to describe him.

HOW I THINK MY FRIEND SEES ME

d. Working in pairs, each child places on his partner's silhouette, all of the traits he feels best describes him (his partner).

HOW MY FRIEND REALLY SEES ME

e. This is followed by feedback. The partners share the information on the silhouettes, question each other about the trait assignments: *What do I do or say that makes you feel that I'm stuck up? Why do you feel that I'm unfriendly? How did you know that I'm really scared when I'm called on in class? I didn't know that I blushed so much!*, etc.

f. Working in small groups, and using the information gained so far, the groups construct the "Ideal Person".

My Viewing Glasses Game

A. Construct some glasses from tag board, or use old frames (without lenses) and attach labels across nosepieces designating various people: *My Mother, My Best Friend, My Teacher, etc.* To represent various moods, or feelings, use labels such as: *Me, When I'm Angry; Me, When I'm Sad; etc.*

B. Students take turns wearing the glasses and role play their perception of how the designated person views the world, or how they themselves view the world in various circumstances.

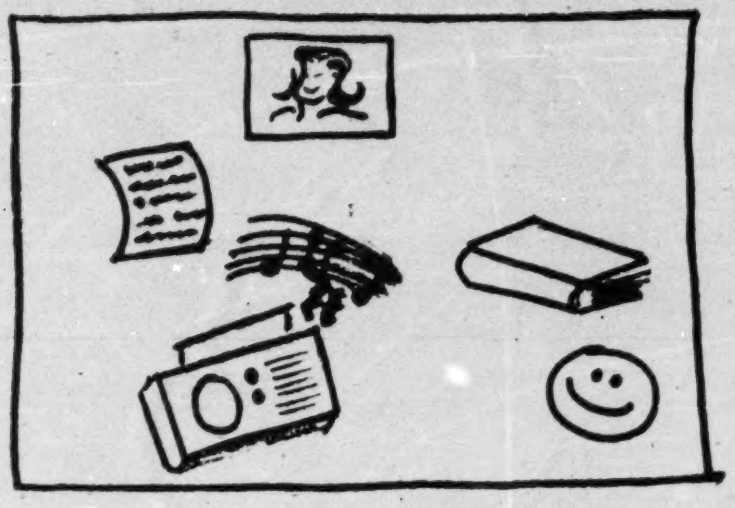
NOTE: This exercise makes an excellent "lead-in" for class meetings or magic circles that deal with "how our behavior affects others", "how we are all affected by how we perceive behavior", etc.

4. A. Secure a Polaroid Camera.

B. Take one child's picture and identify him as "personality of the week."

C. Mount the picture on a large piece of tag board and display. Various methods may be used to select the "personality of the week.": "A new student in the room", "A child returning after an extended illness", "birthdays" or simply routine rotation.

A variation of this game might include recognition of specific traits: "Friendliest Guy or Gal of the Week," "Most Helpful", etc.



D. Have a container, (box or bag) labeled "Personality of the Week" by your desk. Ask the children to deposit in the box, everything they can find that describes the child selected; pictures, poems, stories, etc.

(It might be wise to have the children bring the items to you before depositing them in the box. This allows for screening out any negative items.) Throughout the week, mount selected items around the picture.

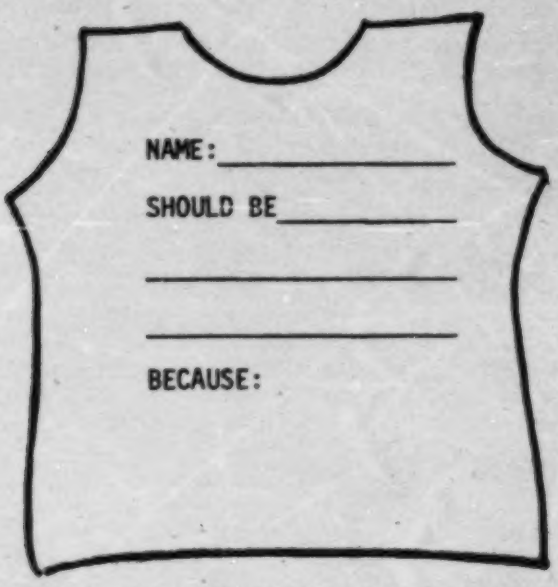
5. Discuss the character traits of outstanding historical figures which contributed to their greatness or historical significance; those traits that made them famous or "infamous" as the case may be.

List on the board, descriptive words or phrases that develop from the discussion.

Form small working groups and ask each group to design a "unique person" by placing on a torso or silhouette, all those traits or characteristics which makes a person unique.

WHY YOU SHOULD BE_____ GAME
(happy, proud, etc.)

Using paper torsos, label as follows:



Using words such as: happy, proud, gentle, kind, have fun, etc., mount them on the torso. The class then cuts out pictures illustrating the mood and places them on the torso.

6. Job Qualifications

Ask students what job or career they think they would like to pursue, and list all of the qualifications for that particular job. This of course, will involve research and information gathering. As the students gather data on various jobs, compile a Resource file of current data on occupations.

Next ask the students to design an interview sheet containing all of the information they would want to have if they were going to employ someone for the job they expressed interest in.

Example of Interview Sheet

POSITION APPLYING FOR_____(Fireman)_____

NAME_____AGE:_____

EDUCATION BACKGROUND - WORK EXPERIENCE

What was the highest grade you completed?

What work have you done in the past?

HEALTH/PHYSICAL CONDITION: MISCELLANEOUS INFORMATION

Height? Weight? Any physical handicaps? Do you suffer from respiratory disorders? Have you ever had a serious injury due to burns or falls? Do you fear of fire? Are you a sound sleeper? Do you often allow your alarm clock to run down without awakening? As a child, did you rebel against wearing rubbers or books? Do you hate to be away from home overnight? How well do you get along with others? Are you prompt?

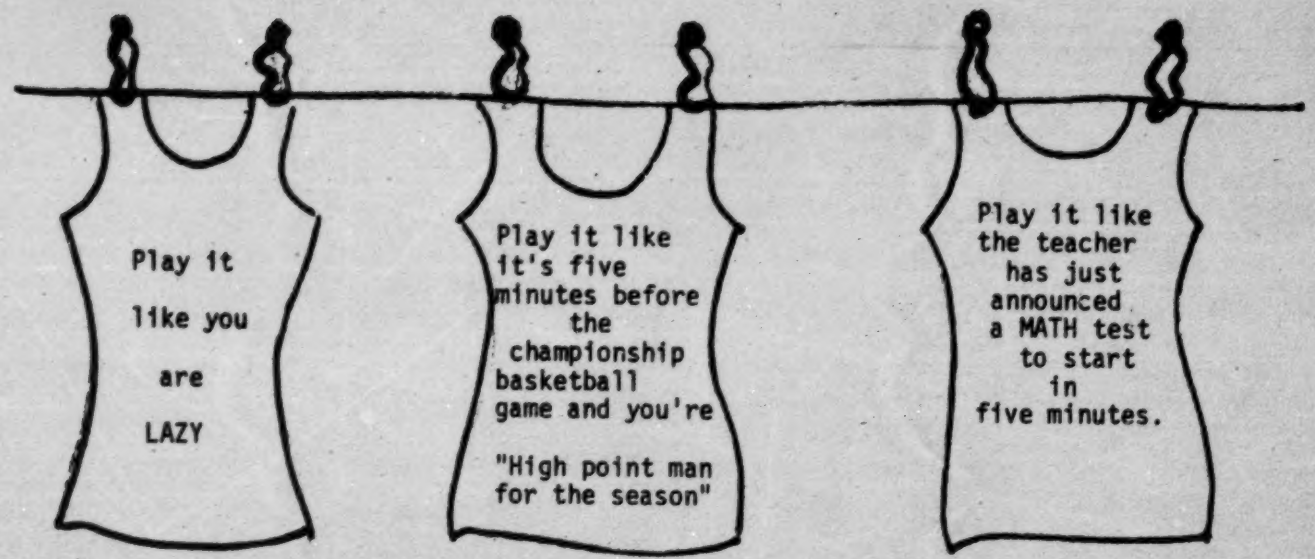
The "Interview sheets" are then used by the students to interview each other for the various selected.

The "Look at Self" Game

Equipment needed: A length of heavy string to serve as a clothesline.
Several small, plastic clothespins.
Construction paper.

a. Cut out several torsos. On the back of each, mount descriptive words such as lazy, tired, angry, happy, bored, "cool", or use phrases describing situations such as "up-coming tests", "class is going on a field trip", "five minutes before the championship basketball game and you are (a) high point man for the season, (b) low point man for the season, (c) a "sometimes" sub, or (d) a bench warmer.

b. Students take turns standing behind the torsos and play out the description of situation. The rest of the class tries to guess which situation or feeling they are depicting (from a list on the board).


Play it like you are LAZY
Play it like it's five minutes before the championship basketball game and you're "High point man for the season"
Play it like the teacher has just announced a MATH test to start in five minutes.

The phases, rules and earning money--Phase One. Each corporation does research on the topic of island (either specific islands or island formation), and on a 3 X 5 card writes a question about islands. On a second 3 X 5 card the answer and source of information is written.

Corporations are paid $50.00 for each question and answer. The cards are numbered for use in class. 50 to 75 is sufficient.

Phase Two. Corporations may now choose several methods of earning money.

a. Answering questions other than those written by the corporation. The corporation receives $100 for each question answered correctly. A record of which questions are used is kept in the master bank book. A corporation may answer a question only once.

b. Oral and written reports $300 to $500, depending upon the length and quality.

c. Reports on films--$25 for each written line.

d. Bonuses. Each Friday, the corporation bank books are checked against the master bank book. A bonus of $50 is given for correct balances.

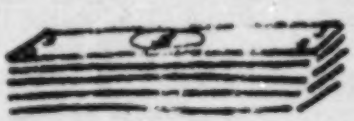
Phase Three. Buying and selling islands. Each Friday an auction is held. The bankd (teacher) auctions an island, the corporation submitting the highest bid receives ownership of the island. The banks pays the owner of an island $300 for painting the island in the correct spot on a map. During the auction period, corporations may sell an island owned by them.

Phase Four. Productions. Island owning corporations set up "production" of a product from their island. The Production may consist of constructing paper models or symbols of the product. Each corporation may sell its products to other corporations, setting its own prices. Values can change. Each week the bank will hold a drawing for prices. Pieces of paper with variations in value are used. For example, down 10%, same value, up 5%, up 15%, up 50%. A drawing is held for the value of the land and each product being produced. A record is kept of current values.

Fines. Even though each corporation sets up its own rules of conduct, there are basic rules of conduct for the total room. A fine is given to corporations whose members break those rules. For example:

a. Talking when the teacher is speaking to the total group, $10.00 fine.

b. "Playing around", $50.00 fine



c. Fighting, $100.00 fine

7. THE LEAPING LIZARD CONTEST

IF YOU SEE ANY LIVING THING, INCLUDING AN ANIMAL, DOING SOMETHING, THE ACTIVITY MUST BE RELATED TO ONE OF THESE FOUR FUNCTIONS OF LIFE, BIRTH, GROWTH, SURVIVAL AND DEATH. IF YOU MAKE KEEN OBSERVATIONS OF THE ACTIVITY OR APPEARANCE OF AN ANIMAL. YOU CAN DISCOVER HOW IT IS RELATED TO ONE OR MORE OF THESE BASIC FUNCTIONS.

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8. A SPECIAL NERVE GAS HAS ESCAPED AND KILLED ALL THE ANIMALS IN THE WORLD EXCEPT MAN. WHAT WOULD THE WORLD BE LIKE IN ONE WEEK, IN ONE YEAR?

9. IF YOU HAD TO CLIMB THE FACE OF A MOUNTAIN WHICH ANIMAL WOULD YOU WANT TO BE AND WHAT WOULD BE YOUR REASONS?

10. AN AUTOMOBILE DESIGNER IS TRYING TO BUILD A NEW MACHINE FOR LAND SPEED RECORDS AND NEEDS AN ANIMAL FOR A MODEL. HE ALREADY HAS THE WORLD'S MOST POWERFUL ENGINE, WHICH SHOULD HE CHOOSE, AND WHY?

11. A SCIENTIST, MAKING CAREFUL OBSERVATIONS, CAME UP WITH THE FOLLOWING FACTS ABOUT THE WHITE FOOTED MOUSE:

(a) EACH FEMALE MOUSE CAN HAVE BABIES EVERY 30 DAYS.

(b) EACH FEMALE HAS 10 BABIES, HALF OF WHICH ARE FEMALE.

(c) FEMALE MICE CAN BECOME MOTHERS IN ONE MONTH

(d) A WHITE FOOTED MOUSE EATS 1/2 POUND OF FOOD EACH MONTH

IF YOU WERE GIVEN A MALE AND FEMALE MOUSE ON THE FIRST OF JANUARY,

(cont'd) 11. HOW MUCH FOOD WOULD YOU HAVE TO BUY TO LAST YOU UNTIL THE END OF JUNE?

12. MOST PEOPLE REALIZE THAT LIZARDS LOSE THEIR TAILS WHEN ATTACKED. FIND ANOTHER ANIMAL AND DESCRIBE HOW IT'S TAIL IS USED AND WHY THE TAIL IS USED THAT WAY.

13. <u>THE GREAT GOONIE BIRD HUNT</u>

IF YOU SEE ANY LIVING THING, INCLUDING A BIRD, DOING SOMETHING, THE ACTIVITY MUST BE RELATED TO ONE OF THESE FOUR FUNCTIONS OF LIFE: <u>BIRTH</u>, <u>GROWTH</u>, <u>SURVIVAL</u> AND <u>DEATH</u>. IF YOU MAKE KEEN OBSERVATIONS OF THE ACTIVITY OR APPEARANCE OF A BIRD, YOU CAN DISCOVER HOW IT IS RELATED TO ONE OR MORE OF THESE BASIC FUNCTIONS.

a) FROM A BIRD YOU HAVE SEEN HERE, ADD THE NECESSARY COLOR AND DETAIL.

b) **** IF THIS BIRD WERE ORANGE WITH PURPLE POLKA-DOTS, HOW WOULD HIS LIFE HAVE TO CHANGE?

c) DRAW A PLANT THAT THE ORANGE AND PURPLE POLKA DOTTED BIRD WOULD CHOOSE TO LIVE IN.

14. KNOWING THAT BIRDS HAVE SPECIAL FEET AND SPECIAL BILLS, IF YOU WERE A BIRD, BUT COULD CHOOSE ONLY ONE OF THESE, DRAW ONE YOU HAVE SEEN HERE (NAME SITE) THAT YOU WOULD CHOOSE AND GIVE YOUR REASONS FOR CHOOSING IT.

15. "KINNEYS SHOES" ARE NOW DEVELOPING A SLIP-ON SHOE SO THAT EVERYONE'S PIGEON CAN CATCH FISH. PLEASE HELP THEM BY DESIGNING THIS SHOE.

16. THE U.S. SECRET SERVICE HAS GIVEN YOU PERMISSION TO BREED A SPECIAL BIRD THAT CAN DO ANYTHING, EAT ANYTHING, AND FLY ANYWHERE. USING YOUR OBSERVATIONS SELECT THE BEST BIRD FEATURES AND DESIGN A NEW BIRD TO MEET THEIR NEEDS.

17. "A BIRD IN THE HAND IS WORTH TWO IN THE BUSH". WHAT DOES THIS STATEMENT HAVE TO DO WITH A BIRD'S COLOR?

18. DESCRIBE IN POETRY THE THOUGHTS OF A LARGE FAT BIRD AS HE TRIES TO SIP NECTAR FROM A SMALL DELICATE BLOSSOM.

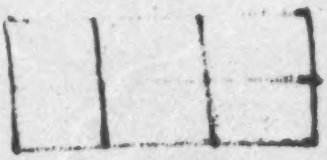
19. A DENTIST IS DEVELOPING A SET OF FALSE TEETH BY USING THE BEAKS OF BIRDS AS HIS MODELS. DRAW THE DIFFERENT TYPES OF BEAKS HE WOULD NEED TO USE AND DESCRIBE THE REASONS HE SHOULD USE EACH TYPE.

20. FROM A BIRD TRACK YOU HAVE SEEN HERE, DRAW THE FOOT OUTLINE MADE BY A BIRD WHICH IS BETTER AT RUNNING FROM ITS ENEMIES THAN FLYING.

21. DESCRIBE WHAT EACH OF THE FOLLOWING HAVE TO DO WITH BIRTH, GROWTH, SURVIVAL AND DEATH IN BIRDS: FEET . . . BEAKS . . . SHAPE . . .

22. MERCURY HAS CONTAMINATED THE GRAIN AND INSECTS WHICH HAVE KILLED ALL THE WORLD'S BIRDS. WHAT WOULD HAPPEN IN A WEEK AND WHAT WOULD HAPPEN IN A YEAR?

23. Career Bingo



Equipment:
a. card
b. marking device
c. prizes

Each child has a cardboard square divided into 9 equal spaces (size of a card optional, but large size is nice - 9" x 11"). In each space is a picture of something related to careers. The pictures can be teacher prepared or kids can find magazine pictures to cut out and glue on cardboard already ruled off in 9 equal squares.

Each player needs at least 9 objects to use as marking device. (Cut paper squares in a bright color, works nicely.) When the teacher calls out a job or related item, if it's on the card the child covers it. The first one to get three in a row, across, down or diagonally, is the winner. He must shout "BINGO"! Prizes may be awarded. (I use a grab bag of small goodies like marbles, candies, erasers, plastic planes, etc. and the winner may choose.)

24. Teach students about vocabulary as it pertains to careers using the Sears, Roebuck catalog. Cut out pictures of motors, generators, distributors, etc. and paste them on cards. On another set of cards write the words. The students then match the picture with the words. Also draw free hand all of the different building structures and sizes in the catalog. Use the same method as mentioned above.

25. A Mature Thing
by Dr. Robert Sylwester, University of Oregon

Ask your pupils to carefully observe things around them when they are outside during the next several days, and then select something small in nature that especially interests them--a rock, an acorn, a flower, a stick, a blade of grass, etc. It should be something in its natural state, not altered by man.

Tell them to study their object carefully for several days--carry it around with them, handle it, bring it to school, think about it. Create classroom activities that will encourage this--discover what kinds of objects the group selected, ask pupils to tell why they selected the objects, discuss the objects, classify them in a variety of ways, note changes that occur in the object over a number of days, etc.

When they're well acquainted with their objects, ask them to select something made by man that is similar in form and/or function to the object they found in nature--a piece of carpet to go with a blade of grass, a soda straw to go with a dandelion stem, a chip of exterior to go with a piece of bark, an ornament and a flower, a brick and a rock, etc.

Ask them to bring their manufactured objects to school and talk about the reasons they selected them. Will they grasp the idea that man draws from nature to meet his needs? Will they note that man tends to embellish his creations while nature is content with an elegant simplicity? Will they note the recycling of natural objects and the semi-permanence of many man-made objects?

Classify the manufactured objects and see if your pupils use the same classification schemes they used earlier. Ask groups of pupils to combine their objects to form relationships and/or simple machines. Discuss the career implications of the various objects your pupils selected. What new insights and understandings evolve? Create displays and bulletin boards that deal with your class explorations, etc.

Nothing of great significance will come from all this activity except that your pupils will discover something about nature and contemporary life, vocation, and pollution, life and death, need and affluence, beauty and ugliness . . . . .

26. Formation of corporations

Briefly describe a corporation.
The students form corporations of their own choosing with no less than four nor more than six members, with each member an equal shareholder. The students must choose a name for the corporation and elect officers. When this is done the corporation can function. Each corporation must devise a set of rules for its members conduct while in the room and devise a set of consequences for violation of these rules.

THE GAME

The object of the game is for each corporation to earn as much money, either in cash, landholdings, or products owned, as possible. The corporation with the highest value at the end of the term is the winning corporation.

Each corporation keeps a bank book of deposits and checks written by the corporation and the reasons for them. A master bank book is kept by the teacher.

The game is played in phases, the corporations continuing to each phase as they become ready.

27. Money making and spending

A. Several weeks prior to the main program, teach a mini-course in banking during which money is made.

B. Students begin to earn money. Money is earned in math and reading classes. Students are paid for positive behaviors and for work completed. To provide a balance of money, a 10 cent per day limit for each child can be set.

C. Students are responsible for their own money. A banking system can be devised into which the students deposit and withdraw their money.

D. Students spend their money--every third Friday a Fun Day is held. Students are allowed to make choices about how they spend their money. (Their choice may be not to spend money. The students choose from the following:

a. a movie (25¢)
b. popcorn (5¢)
c. Kool-aid (5¢)
d. coloring sheets (5¢)
e. a variety room which includes finger-painting, blocks and clay (10¢)
f. a room in which children play with their own cars and trucks (25¢)
g. a room in which children play with their own dolls (25¢).
h. activities in the gym, such as jump rope, balls, tumbling, hula hoops (20¢).

28. Oregon Trail

Make a list of the jobs involved in the organization of a wagon train. Every child gives suggestions about the jobs necessary to round out the tasks that the early pioneers had to perform. Start with wagon master and have every child vote for a slate of kids, who are nominated.

Each child will have a job that depends on another. The jobs included are:

1. Wagon master (and assistant)
2. Blacksmith
3. Cook
4. Doctor
5. Scouts
6. Indian peacemaker
7. Teacher
8. Secretary (keeps a daily log of travels)
9. Guards (2)
10. Animal keeper
11. Ammunition supplier
12. Supply master

29. **Problem Solving**

Find a job listed below and tell at least 4 ways you sould solve it.

A. Wagon master - What would you do if a young girl was captured by Indians and to get her back they wanted the rest of the food?

B. Blacksmith - If a wagon looses a wheel that can't be fixed and there weren't any more wheels, what would you do for the wagon so it could move?

C. Supply master - The wagon carrying your supplies breaks down and crashes. How would you carry the supplies using only your horse and parts of the broken wagon.

D. Scouts - What if you were scouting ahead and you had to choose between crossing a dangerous river or going through Indian country? Why?

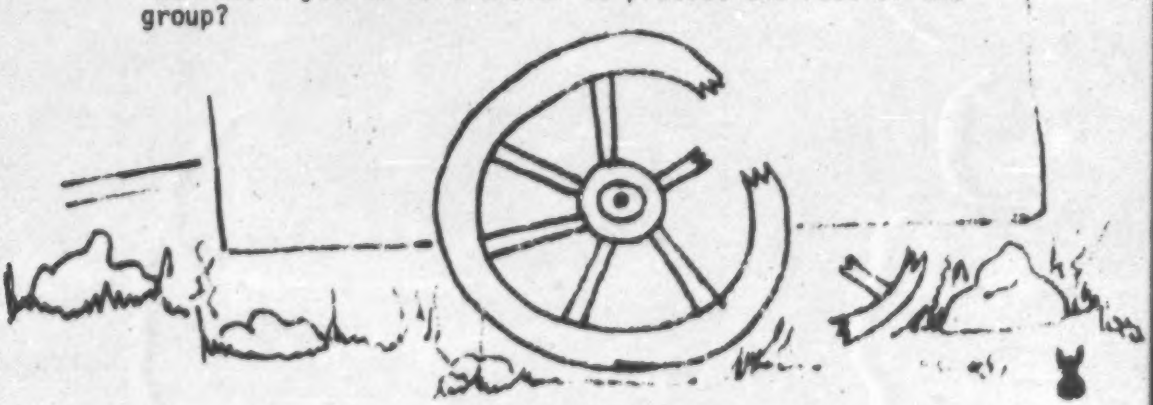
E. Guards - Someone has stolen some money from a wagon. How would you find out who did it?

F. Teacher - What if the wagon with the school supplies was destroyed. What would you use to teach them?

G. Secretary - Put your records in order - recopy.

H. Indian peacemaker - If you were trying to make peace with some Indians and they wouldn't agree unless you sacrificed a wagon, food and horses. Would you fight or give those things up? THINK.

I. Cook - What would you do if you only had 5 days worth of food left and it was 10 days before getting to the next fort?

J. Animal keeper - what if during the night Indians came and drove off 20 horses. What would you do?

K. Doctor - If young boys caught a disease that would spread, what would you do as a doctor to protect the rest of the group?